DOCUMENT RESUME

ED 432 611 TM 029 994

TITLE	Basic Skills Assessment Program (BSAP). District and State Results, 1998 Administration. Percentages of Students Meeting State Standards [and] 1998 Results of the Basic Skills Assessment Program (BSAP). Data Update.
INSTITUTION	South Carolina State Dept. of Education, Columbia.
PUB DATE	1998-09-00
NOTE	52p.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Standards; Criterion Referenced Tests; Elementary Secondary Education; *Public Schools; *School Districts; Scores; *State Norms; State Programs; *State Standards; Tables (Data); Testing Programs
IDENTIFIERS	Exit Examinations; *South Carolina Basic Skills Assessment Program

ABSTRACT

South Carolina's Basic Skills Assessment Program (BSAP) assesses basic skills in reading, mathematics, writing, and science for grades 3, 6, 8, and 10 (exit examination). In 1998, the tests were administered statewide in April. This report provides 3 years of data on percentages of students meeting state standards. The data are reported by grade/subject for each of the 86 South Carolina school districts as well as for the state as a whole. The BSAP tests are criterion-referenced and therefore, by design, measure student performance against standards specifically intended for use in South Carolina and approved by the State Board of Education. Four lengthy tables present data for each of the tested grades. Results from BSAP assist in identifying student deficiencies and in providing appropriate instruction to students not meeting standards. Results are also used to improve the school curriculum. Since the test is administered only in South Carolina, national comparisons cannot be made. The results are presented by percentage of students meeting standards over time, and demographic groupings according to performance by grade level and subject area across years. Recommendations are offered. (SLD)

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ED 432 611

BASIC SKILLS ASSESSMENT PROGRAM (BSAP)

DISTRICT AND STATE RESULTS

1998 ADMINISTRATION

Percentages of Students Meeting State Standards

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September 1998

South Carolina Department of Education
Barbara Stock Nielsen, Ed.D., State Superintendent
Columbia, South Carolina 29201

TM029994

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GENERAL INFORMATION:

The Basic Skills Assessment Program (BSAP) established in 1978 assesses basic skills in reading, mathematics, writing, and science for Grades 3, 6, 8, and 10 (Exit Examination). In 1998, the BSAP was administered statewide during the period of April 20 through April 23 with makeup tests administered on April 24, 27, and 28. This report, BSAP Percentages of Students Meeting State Standards – District and State Results, provides three years of data regarding percentages of students meeting state standards. The data are reported by grade/subject for each of the eighty-six South Carolina public school districts as well as for the state level.

The BSAP tests are criterion-referenced and, therefore, by design, measure student performance against an established criterion or standard and are specifically intended for use in South Carolina. The standards for all of the Reading, Mathematics, Science, and Writing tests were approved by the State Board of Education. To facilitate the equating of tests and the interpretation of data across years, each standard was transformed into a score of 700 on a scale with a standard deviation of 100. Thus the minimum achievement standard for the Reading and Mathematics tests in Grades 3 and 8 and on the Exit Examination, as well as for the Science tests in Grades 3, 6, and 8, is a scale score of 700. The Writing tests are scored according to the BSAP Modified Holistic Scoring Criteria which consists of 4 score points: 1 = A very inadequate response, 2 = A less than adequate response, 3 = An adequate response, 4 = A more than adequate response. The minimum achievement standard for Writing in Grades 6, 8, and Exit Examination is a score of 3.

EXPLANATORY NOTES

Adjusted Enrollment (Column 3):

Number of students enrolled on the last day of make-up testing minus total exclusions equals the number of students eligible to be tested. For additional details concerning exclusions, see the separate report entitled "BSAP Percentages Tested".

Number Tested (column 4):

A count of the students who took any part of the BSAP tests.

Percent Tested (Column 5):

Result derived by dividing number of students tested (column 4) by the number of students enrolled on the last day of testing and eligible to be tested (column 3) multiplied by 100.

Percent Free Lunch (Column 6):

Number of students eligible for free lunch divided by the 45-day average daily membership (ADM) for K-12 as reported by the school districts to the Office of School Food Services, October, 1997.

%Meeting Standard (Column 7, 8, 9)

Percent of students who had a scale score of at least 700.

BSAP PERCENTAGES MEETING STANDARDS BY SUBJECT
ALL STUDENTS

GRADE 3

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 READING %MEETING STANDARD	8 MATH %MEETING STANDARD	9 SCIENCE %MEETING STANDARD
ABBEVILLE	1997-98	325	325	100.0	42.9	88.4	91.5	75.9
	1996-97	265	265	100.0		88.7	90.6	69.1
	1995-96					91.7	88.3	71.9
AIKEN	1997-98	1813	1813	100.0	40.6	87.9	87.3	68.9
	1996-97	1801	1804	100.2 *		88.1	85.9	66.5
	1995-96					84.3	86.8	63.8
ALLENDALE	1997-98	173	171	98.8	83.1	52.6	52.7	24.3
	1996-97	163	163	100.0		66.0	71.2	34.4
	1995-96					56.8	60.5	21.7
ANDERSON 1	1997-98	585	585	100.0	17.6	92.3	92.5	86.0
	1996-97	497	497	100.0		95.2	93.6	80.2
	1995-96					93.3	93.2	84.4
ANDERSON 2	1997-98	265	264	99.6	29.8	91.2	92.4	76.8
	1996-97	255	255	100.0		95.9	93.3	80.6
	1995-96					95.8	93.3	86.0
ANDERSON 3	1997-98	212	212	100.0	34.8	84.7	82.0	58.9
	1996-97	173	173	100.0		91.3	87.3	65.3
	1995-96					89.0	77.2	66.5
ANDERSON 4	1997-98	225	224	99.6	29.2	84.3	85.7	58.7
	1996-97	192	191	99.5		86.5	85.4	70.3
	1995-96					82.7	80.9	62.4
ANDERSON 5	1997-98	835	835	100.0	33.7	87.4	86.6	63.8
	1996-97	781	784	100.4 *		89.5	85.1	63.7
	1995-96					85.8	80.9	64.3
BAMBERG 1	1997-98	135	135	100.0	57.9	75.6	80.0	51.1
	1996-97	134	134	100.0		86.4	83.5	68.4
	1995-96					86.4	80.2	62.4
BAMBERG 2	1997-98	97	97	100.0	84.9	68.0	73.2	43.3
	1996-97	106	105	99.1		75.2	65.7	36.2
	1995-96					82.6	80.2	34.9
BARNWELL 19	1997-98	90	90	100.0	68.7	83.0	75.3	76.3
	1996-97	79	79	100.0		90.8	84.6	83.3
	1995-96					90.9	97.7	83.5
BARNWELL 29	1997-98	72	72	100.0	51.8	87.5	94.4	64.8
	1996-97	65	65	100.0		93.8	95.4	68.8
	1995-96					94.1	98.0	74.0
BARNWELL 45	1997-98	209	209	100.0	40.5	79.9	77.0	59.8
	1996-97	200	200	100.0		81.9	82.0	57.5
	1995-96					86.3	83.2	67.7
BEAUFORT	1997-98	1182	1181	99.9	42.7	83.6	81.4	52.8
	1996-97	1115	1116	100.1 *		86.6	80.8	55.8
	1995-96					84.2	78.8	60.6

NOTE: SEE FIRST PAGE FOR EXPLANATORY NOTES.
* INDICATES THAT NUMBER TESTED INCLUDES COUNTS BEYOND ENROLLMENT.

BSAP PERCENTAGES MEETING STANDARDS BY SUBJECT
ALL STUDENTS

GRADE 3

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 READING %MEETING STANDARD	8 MATH %MEETING STANDARD	9 SCIENCE %MEETING STANDARD
BERKELEY	1997-98	2023	2023	100.0	38.3	84.0	83.8	66.0
	1996-97	1975	1973	99.9		86.9	83.0	61.7
	1995-96					85.3	81.8	71.7
CALHOUN	1997-98	181	181	100.0	72.8	78.0	70.3	49.1
	1996-97	171	170	99.4		81.8	75.3	42.4
	1995-96					83.8	87.6	60.0
CHARLESTON	1997-98	3603	3602	100.0	48.3	86.1	82.7	62.1
	1996-97	3551	3551	100.0		85.4	82.1	60.9
	1995-96					85.2	79.8	62.4
CHEROKEE	1997-98	728	728	100.0	42.2	76.9	83.9	58.3
	1996-97	678	678	100.0		80.9	85.5	61.0
	1995-96					81.2	85.4	60.4
CHESTER	1997-98	544	544	100.0	46.9	76.1	77.2	43.3
	1996-97	491	491	100.0		84.5	80.4	53.9
	1995-96					78.5	78.8	50.2
CHESTERFIELD	1997-98	583	581	99.7	51.3	86.8	85.9	63.3
	1996-97	542	542	100.0		82.2	76.6	59.3
	1995-96					80.1	72.3	55.5
CLARENDON 1	1997-98	85	85	100.0	86.9	78.3	82.1	68.7
	1996-97	98	98	100.0		78.1	72.4	52.1
	1995-96					81.4	70.9	58.1
CLARENDON 2	1997-98	262	262	100.0	65.6	91.6	84.7	61.7
	1996-97	246	248	100.8 *		89.6	90.7	66.7
	1995-96					89.3	85.1	65.4
CLARENDON 3	1997-98	87	86	98.9	56.0	92.9	87.4	61.2
	1996-97	77	77	100.0		87.0	88.3	55.8
	1995-96					90.3	90.6	54.8
COLLETON	1997-98	529	529	100.0	60.1	70.7	74.3	43.4
	1996-97	578	579	100.2 *		70.4	70.4	36.3
	1995-96					76.8	71.6	47.8
DARLINGTON	1997-98	824	824	100.0	57.7	80.3	79.3	58.3
	1996-97	745	744	99.9		79.7	77.3	48.8
	1995-96					80.0	77.4	57.7
DILLON 1	1997-98	71	71	100.0	57.9	73.2	67.6	55.7
	1996-97	72	72	100.0		79.2	77.8	55.6
	1995-96					77.0	65.6	59.0
DILLON 2	1997-98	314	314	100.0	69.0	83.4	94.9	67.5
	1996-97	300	300	100.0		87.0	94.3	70.7
	1995-96					89.7	90.7	72.0
DILLON 3	1997-98	97	97	100.0	62.4	79.4	87.6	52.6
	1996-97	95	95	100.0		81.1	72.6	46.3
	1995-96					73.0	74.8	44.3

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ALL STUDENTS

GRADE 3

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 READING %MEETING STANDARD	8 MATH %MEETING STANDARD	9 SCIENCE %MEETING STANDARD
DORCHESTER 2	1997-98	1280	1279	99.9	24.3	86.3	86.6	78.5
	1996-97	1222	1222	100.0		89.8	89.8	76.7
	1995-96					89.8	89.2	84.3
DORCHESTER 4	1997-98	193	193	100.0	66.2	84.4	75.9	42.9
	1996-97	173	173	100.0		83.7	80.3	58.4
	1995-96					76.7	70.7	42.7
EDGEFIELD	1997-98	356	355	99.7	51.0	84.2	88.7	60.0
	1996-97	320	320	100.0		81.3	86.2	60.8
	1995-96					82.2	84.3	59.3
FAIRFIELD	1997-98	285	284	99.6	62.6	75.9	82.4	48.4
	1996-97	247	247	100.0		79.4	77.7	69.5
	1995-96					75.6	77.3	57.9
FLORENCE 1	1997-98	1118	1117	99.9	44.5	88.0	84.1	61.5
	1996-97	1011	1011	100.0		87.5	82.2	53.0
	1995-96					85.7	78.9	57.2
FLORENCE 2	1997-98	75	75	100.0	50.9	89.3	90.7	54.7
	1996-97	78	78	100.0		91.0	91.0	61.5
	1995-96					90.4	89.0	72.6
FLORENCE 3	1997-98	312	312	100.0	67.7	80.5	89.1	72.9
	1996-97	333	333	100.0		82.4	88.0	60.3
	1995-96					81.5	82.3	48.5
FLORENCE 4	1997-98	103	105	101.9 *	74.2	83.8	81.9	72.4
	1996-97	90	90	100.0		87.8	90.0	72.2
	1995-96					60.0	61.2	38.8
FLORENCE 5	1997-98	117	117	100.0	44.7	89.7	90.6	64.1
	1996-97	102	102	100.0		87.3	91.2	68.6
	1995-96					95.7	93.6	74.5
GEORGETOWN	1997-98	799	801	100.3 *	50.5	89.7	87.5	54.8
	1996-97	663	662	99.8		86.2	80.9	48.3
	1995-96					85.6	79.7	52.1
GREENVILLE	1997-98	4434	4432	100.0	25.8	85.1	89.3	71.2
	1996-97	4181	4176	99.9		85.8	86.3	67.9
	1995-96					84.2	85.8	69.6
GREENWOOD 50	1997-98	661	661	100.0	39.0	87.7	91.2	69.1
	1996-97	595	597	100.3 *		91.9	89.1	67.1
	1995-96					87.9	86.9	65.2
GREENWOOD 51	1997-98	76	76	100.0	32.1	80.3	84.2	63.2
	1996-97	111	111	100.0		67.6	64.0	44.1
	1995-96					84.4	79.2	69.7
GREENWOOD 52	1997-98	129	129	100.0	28.2	91.5	92.2	68.2
	1996-97	116	116	100.0		90.5	77.6	58.6
	1995-96					90.4	85.1	71.1

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ALL STUDENTS

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1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 READING %MEETING STANDARD	8 MATH %MEETING STANDARD	9 SCIENCE %MEETING STANDARD
HAMPTON 1	1997-98	205	207	101.0 *	52.8	80.5	87.4	61.8
	1996-97	193	193	100.0		80.8	78.9	49.5
	1995-96					84.0	84.0	66.1
HAMPTON 2	1997-98	109	109	100.0	82.4	84.4	87.0	63.3
	1996-97	89	89	100.0		78.7	84.3	67.4
	1995-96					70.4	70.4	58.0
HORRY	1997-98	2091	2083	99.6	46.4	85.4	84.2	61.7
	1996-97	1834	1831	99.8		88.4	87.1	66.8
	1995-96					86.2	85.6	71.0
JASPER	1997-98	273	273	100.0	73.6	70.8	73.3	36.2
	1996-97	219	219	100.0		68.9	63.9	39.3
	1995-96					67.6	68.3	35.6
KERSHAW	1997-98	728	726	99.7	38.1	84.0	84.7	67.6
	1996-97	668	668	100.0		89.8	88.0	69.9
	1995-96					92.0	86.2	69.4
LANCASTER	1997-98	884	881	99.7	37.7	79.6	82.0	55.4
	1996-97	945	944	99.9		74.1	79.4	55.6
	1995-96					77.5	79.6	57.3
LAURENS 55	1997-98	446	444	99.6	45.0	81.9	84.9	69.5
	1996-97	420	420	100.0		81.9	84.5	63.2
	1995-96					76.3	78.7	66.8
LAURENS 56	1997-98	318	319	100.3 *	46.6	72.2	77.5	44.9
	1996-97	249	249	100.0		74.1	78.3	47.2
	1995-96					77.6	71.3	44.5
LEE	1997-98	255	256	100.4 *	76.0	62.1	59.2	35.7
	1996-97	234	234	100.0		72.2	71.8	53.2
	1995-96					73.5	77.6	53.9
LEXINGTON 1	1997-98	1291	1290	99.9	18.1	92.2	92.0	73.0
	1996-97	1154	1154	100.0		91.7	91.8	74.5
	1995-96					90.8	89.1	76.4
LEXINGTON 2	1997-98	696	697	100.1 *	38.3	86.9	87.7	70.8
	1996-97	719	719	100.0		91.8	90.5	69.6
	1995-96					93.1	90.1	77.1
LEXINGTON 3	1997-98	163	162	99.4	45.0	84.5	83.3	56.5
	1996-97	162	162	100.0		87.6	84.5	55.3
	1995-96					86.0	83.5	61.1
LEXINGTON 4	1997-98	244	244	100.0	45.7	86.6	86.8	67.4
	1996-97	186	186	100.0		88.0	84.8	62.6
	1995-96					78.7	77.3	70.1
LEXINGTON 5	1997-98	1087	1087	100.0	9.6	92.8	92.0	85.4
	1996-97	898	897	99.9		94.1	92.0	84.2
	1995-96					89.1	90.5	83.1

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ALL STUDENTS

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MCCORMICK	1997-98	99	99	100.0	63.5	73.7	72.7	44.4
	1996-97	73	73	100.0		77.8	83.6	51.4
	1995-96					82.7	83.0	51.9
MARION 1	1997-98	248	248	100.0	62.4	67.3	77.4	46.8
	1996-97	253	253	100.0		70.0	74.7	42.3
	1995-96					70.9	74.8	59.4
MARION 2	1997-98	184	184	100.0	63.3	72.9	68.7	39.3
	1996-97	151	151	100.0		80.0	79.5	44.0
	1995-96					76.6	76.4	53.9
MARION 3	1997-98	44	44	100.0	84.1	70.0	95.5	45.0
	1996-97	47	47	100.0		78.3	93.6	32.6
	1995-96					66.1	84.7	25.4
MARION 4	1997-98	35	35	100.0	71.4	69.7	77.1	30.3
	1996-97	33	33	100.0		70.0	69.7	46.7
	1995-96					66.7	61.3	50.0
MARLBORO	1997-98	379	379	100.0	67.9	78.2	79.1	54.0
	1996-97	404	403	99.8		80.3	77.2	47.1
	1995-96					75.7	78.7	48.0
NEWBERRY	1997-98	406	406	100.0	49.3	82.3	80.9	49.2
	1996-97	404	404	100.0		74.8	75.5	49.8
	1995-96					68.3	71.5	41.9
OCONEE	1997-98	740	741	100.1 *	32.0	87.7	86.4	70.6
	1996-97	744	743	99.9		88.5	87.1	64.9
	1995-96					88.6	86.4	74.7
ORANGEBURG 3	1997-98	313	307	98.1	71.8	78.8	80.5	49.3
	1996-97	280	281	100.4 *		77.0	81.5	51.3
	1995-96					78.5	79.8	44.6
ORANGEBURG 4	1997-98	288	289	100.3 *	53.8	85.7	84.1	55.4
	1996-97	286	285	99.7		84.4	81.1	55.0
	1995-96					86.2	85.3	57.2
ORANGEBURG 5	1997-98	591	587	99.3	66.4	77.9	81.4	48.9
	1996-97	580	581	100.2 *		81.6	74.4	52.7
	1995-96					76.5	75.4	52.0
PICKENS	1997-98	1278	1278	100.0	23.3	89.1	89.0	76.9
	1996-97	1163	1162	99.9		91.8	90.8	79.4
	1995-96					90.6	90.6	81.4
RICHLAND 1	1997-98	2166	2163	99.9	58.1	78.7	75.8	46.9
	1996-97	2098	2095	99.9		82.8	78.6	52.2
	1995-96					81.5	73.9	54.6
RICHLAND 2	1997-98	1131	1131	100.0	22.3	93.8	91.5	81.2
	1996-97	861	864	100.3 *		91.6	91.1	79.5
	1995-96					89.5	90.1	83.5

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ALL STUDENTS

GRADE 3

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 READING %MEETING STANDARD	8 MATH %MEETING STANDARD	9 SCIENCE %MEETING STANDARD
SALUDA	1997-98	148	149	100.7 *	47.1	76.2	70.7	61.6
	1996-97	140	140	100.0		67.6	76.4	51.1
	1995-96					75.3	71.2	50.3
SPARTANBURG 1	1997-98	322	322	100.0	27.2	90.2	93.1	79.5
	1996-97	295	294	99.7		92.0	91.8	84.8
	1995-96					92.0	93.3	83.7
SPARTANBURG 2	1997-98	572	572	100.0	22.0	92.6	92.3	75.6
	1996-97	481	482	100.2 *		91.4	91.5	73.9
	1995-96					89.0	87.2	73.6
SPARTANBURG 3	1997-98	229	229	100.0	31.4	88.5	86.8	69.6
	1996-97	238	238	100.0		90.3	85.3	60.8
	1995-96					89.9	83.9	70.4
SPARTANBURG 4	1997-98	241	241	100.0	30.4	84.1	83.8	54.3
	1996-97	225	225	100.0		79.7	80.0	60.6
	1995-96					84.3	76.8	65.3
SPARTANBURG 5	1997-98	420	420	100.0	28.4	87.1	90.9	77.6
	1996-97	355	355	100.0		92.9	93.8	84.2
	1995-96					91.5	93.4	81.8
SPARTANBURG 6	1997-98	719	719	100.0	24.3	88.6	89.3	72.7
	1996-97	680	680	100.0		88.4	88.8	75.8
	1995-96					89.7	90.8	80.0
SPARTANBURG 7	1997-98	740	739	99.9	52.5	76.5	77.2	48.1
	1996-97	667	667	100.0		79.7	77.0	50.8
	1995-96					78.5	77.0	54.7
SUMTER 2	1997-98	788	784	99.5	55.7	82.6	78.9	44.4
	1996-97	742	745	100.4 *		81.4	76.0	45.0
	1995-96					77.5	77.4	47.8
SUMTER 17	1997-98	700	700	100.0	51.1	86.4	81.7	55.0
	1996-97	705	705	100.0		84.3	81.0	57.4
	1995-96					84.0	72.5	50.7
UNION	1997-98	430	429	99.8	43.1	75.4	78.6	43.7
	1996-97	388	388	100.0		79.7	78.1	43.3
	1995-96					78.4	74.6	51.6
WILLIAMSBURG	1997-98	432	432	100.0	80.7	91.4	92.6	76.1
	1996-97	386	386	100.0		90.6	93.2	78.8
	1995-96					91.0	92.7	74.5
YORK 1	1997-98	394	394	100.0	36.2	79.2	87.2	58.9
	1996-97	382	382	100.0		89.5	86.4	66.9
	1995-96					82.7	85.7	62.8
YORK 2	1997-98	317	317	100.0	23.5	89.3	93.7	77.1
	1996-97	322	322	100.0		90.1	91.9	70.3
	1995-96					88.8	91.1	71.4

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BSAP PERCENTAGES MEETING STANDARDS BY SUBJECT
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GRADE 3

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 READING %MEETING STANDARD	8 MATH %MEETING STANDARD	9 SCIENCE %MEETING STANDARD
YORK 3	1997-98	1110	1109	99.9	25.8	84.4	89.3	67.3
	1996-97	1115	1114	99.9		84.0	83.7	62.0
	1995-96					83.9	81.3	63.8
YORK 4	1997-98	394	394	100.0	12.4	87.6	92.9	78.9
	1996-97	327	327	100.0		89.3	88.0	80.4
	1995-96					84.3	86.6	79.4
STATE LEVEL	1997-98	50727	50695	99.9	41.8	84.4	84.8	63.5
	1996-97	47479	47477	99.9		85.5	84.1	62.8
	1995-96					84.2	82.5	64.9

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BSAP PERCENTAGES MEETING STANDARDS BY SUBJECT
ALL STUDENTS

GRADE 6

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 SCIENCE %MEETING STANDARD	8 WRITING %MEETING STANDARD
ABBEVILLE	1997-98	280	279	99.6	42.9	51.8	59.5
	1996-97	305	304	99.7		50.3	70.4
	1995-96					50.5	64.9
AIKEN	1997-98	1890	1884	99.7	40.6	62.4	71.8
	1996-97	1876	1873	99.8		52.9	73.9
	1995-96					60.9	81.9
ALLENDALE	1997-98	173	173	100.0	83.1	25.4	41.6
	1996-97	151	151	100.0		22.0	45.0
	1995-96					37.2	64.3
ANDERSON 1	1997-98	567	566	99.8	17.6	71.4	85.8
	1996-97	536	535	99.8		64.2	85.6
	1995-96					71.8	85.3
ANDERSON 2	1997-98	240	240	100.0	29.8	54.2	62.3
	1996-97	267	267	100.0		53.2	71.8
	1995-96					47.8	68.0
ANDERSON 3	1997-98	206	205	99.5	34.8	51.0	69.4
	1996-97	189	189	100.0		50.8	77.2
	1995-96					57.7	73.6
ANDERSON 4	1997-98	184	184	100.0	29.2	54.9	65.6
	1996-97	180	180	100.0		44.1	65.9
	1995-96					58.2	69.5
ANDERSON 5	1997-98	777	775	99.7	33.7	56.3	69.6
	1996-97	798	794	99.5		56.5	73.7
	1995-96					62.1	80.2
BAMBERG 1	1997-98	126	126	100.0	57.9	44.4	78.6
	1996-97	118	118	100.0		41.5	82.2
	1995-96					40.7	87.9
BAMBERG 2	1997-98	65	64	98.5	84.9	21.9	59.4
	1996-97	78	79	101.3 *		32.9	54.4
	1995-96					15.6	44.9
BARNWELL 19	1997-98	72	71	98.6	68.7	46.3	78.9
	1996-97	88	88	100.0		37.2	70.5
	1995-96					42.0	70.2
BARNWELL 29	1997-98	81	81	100.0	51.8	67.1	81.5
	1996-97	75	75	100.0		68.0	81.3
	1995-96					51.3	76.3
BARNWELL 45	1997-98	199	195	98.0	40.5	44.8	73.3
	1996-97	183	183	100.0		41.5	68.3
	1995-96					50.0	79.4
BEAUFORT	1997-98	1133	1122	99.0	42.7	51.4	71.2
	1996-97	1079	1068	99.0		47.5	73.2
	1995-96					48.2	74.0

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BSAP PERCENTAGES MEETING STANDARDS BY SUBJECT
ALL STUDENTS

GRADE 6

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 SCIENCE %MEETING STANDARD	8 WRITING %MEETING STANDARD
BERKELEY	1997-98	1996	1988	99.6	38.3	56.8	76.5
	1996-97	1997	1994	99.8		51.5	71.9
	1995-96					58.7	78.9
CALHOUN	1997-98	145	144	99.3	72.8	34.7	67.4
	1996-97	140	141	100.7 *		27.0	50.4
	1995-96					32.8	78.0
CHARLESTON	1997-98	3295	3275	99.4	48.3	46.2	63.0
	1996-97	3463	3464	100.0		46.3	67.8
	1995-96					44.9	65.9
CHEROKEE	1997-98	613	613	100.0	42.2	45.7	71.4
	1996-97	647	647	100.0		43.7	75.3
	1995-96					49.0	77.0
CHESTER	1997-98	474	474	100.0	46.9	42.7	62.1
	1996-97	470	468	99.6		36.1	66.5
	1995-96					38.3	61.0
CHESTERFIELD	1997-98	580	574	99.0	51.3	48.4	62.8
	1996-97	594	595	100.2 *		46.1	75.0
	1995-96					51.9	69.5
CLARENDON 1	1997-98	96	96	100.0	86.9	27.1	52.1
	1996-97	89	89	100.0		15.7	40.4
	1995-96					22.0	42.7
CLARENDON 2	1997-98	261	261	100.0	65.6	45.3	59.6
	1996-97	283	283	100.0		46.3	67.5
	1995-96					53.1	74.3
CLARENDON 3	1997-98	86	88	102.3 *	56.0	43.7	63.2
	1996-97	91	90	98.9		33.7	58.4
	1995-96					42.0	48.1
COLLETON	1997-98	533	528	99.1	60.1	44.8	63.6
	1996-97	552	552	100.0		37.9	64.9
	1995-96					45.3	68.1
DARLINGTON	1997-98	727	726	99.9	57.7	51.2	67.7
	1996-97	717	729	101.7 *		45.9	76.3
	1995-96					54.2	76.3
DILLON 1	1997-98	64	64	100.0	57.9	42.2	64.1
	1996-97	73	73	100.0		34.2	68.5
	1995-96					40.3	79.2
DILLON 2	1997-98	285	285	100.0	69.0	49.8	59.6
	1996-97	301	301	100.0		37.2	75.7
	1995-96					38.9	76.7
DILLON 3	1997-98	116	116	100.0	62.4	37.9	71.6
	1996-97	105	105	100.0		27.6	75.2
	1995-96					33.6	65.9

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BSAP PERCENTAGES MEETING STANDARDS BY SUBJECT
ALL STUDENTS

GRADE 5

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 SCIENCE %MEETING STANDARD	8 WRITING %MEETING STANDARD
DORCHESTER 2	1997-98	1327	1326	99.9	24.3	59.0	72.0
	1996-97	1286	1284	99.8		59.7	77.3
	1995-96					60.2	80.7
DORCHESTER 4	1997-98	186	186	100.0	66.2	36.6	48.6
	1996-97	151	151	100.0		43.7	64.2
	1995-96					38.7	67.6
EDGEFIELD	1997-98	333	333	100.0	51.0	37.8	68.2
	1996-97	337	330	97.9		40.3	67.9
	1995-96					39.0	64.4
FAIRFIELD	1997-98	250	249	99.6	62.6	36.1	58.2
	1996-97	265	265	100.0		34.3	67.2
	1995-96					34.0	66.9
FLORENCE 1	1997-98	1072	1069	99.7	44.5	47.4	74.3
	1996-97	1042	1040	99.8		46.5	78.1
	1995-96					50.6	76.1
FLORENCE 2	1997-98	89	89	100.0	50.9	46.1	52.8
	1996-97	90	90	100.0		50.0	80.0
	1995-96					52.6	78.9
FLORENCE 3	1997-98	319	318	99.7	67.7	46.9	61.8
	1996-97	331	329	99.4		38.0	54.3
	1995-96					40.7	72.9
FLORENCE 4	1997-98	92	92	100.0	74.2	18.5	32.6
	1996-97	85	85	100.0		30.6	56.6
	1995-96					17.2	49.5
FLORENCE 5	1997-98	108	108	100.0	44.7	41.7	67.6
	1996-97	107	107	100.0		59.8	92.5
	1995-96					39.3	72.9
GEORGETOWN	1997-98	809	802	99.1	50.5	52.2	65.9
	1996-97	721	720	99.9		41.6	63.6
	1995-96					52.4	66.7
GREENVILLE	1997-98	4240	4202	99.1	25.8	55.7	70.1
	1996-97	4240	4227	99.7		52.2	76.6
	1995-96					56.3	75.9
GREENWOOD 50	1997-98	648	648	100.0	39.0	47.4	75.8
	1996-97	600	601	100.2 *		46.1	80.9
	1995-96					50.8	74.2
GREENWOOD 51	1997-98	87	87	100.0	32.1	55.2	86.2
	1996-97	107	107	100.0		52.8	74.3
	1995-96					55.3	71.3
GREENWOOD 52	1997-98	99	99	100.0	28.2	55.0	63.0
	1996-97	114	114	100.0		65.8	80.7
	1995-96					66.7	87.9

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BSAP PERCENTAGES MEETING STANDARDS BY SUBJECT
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GRADE 6

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 SCIENCE %MEETING STANDARD	8 WRITING %MEETING STANDARD
HAMPTON 1	1997-98	196	198	101.0 *	52.8	46.7	59.1
	1996-97	186	186	100.0		44.6	75.8
	1995-96					40.6	69.4
HAMPTON 2	1997-98	122	110	90.2	82.4	42.7	65.5
	1996-97	93	92	98.9		22.8	52.2
	1995-96					21.9	47.6
HORRY	1997-98	1990	1981	99.5	46.4	53.7	75.1
	1996-97	1876	1872	99.8		52.4	79.8
	1995-96					59.4	81.9
JASPER	1997-98	206	206	100.0	73.6	21.3	57.8
	1996-97	232	227	97.8		19.1	43.0
	1995-96					22.7	60.1
KERSHAW	1997-98	679	676	99.6	38.1	55.5	75.8
	1996-97	683	683	100.0		48.2	71.6
	1995-96					54.4	78.8
LANCASTER	1997-98	793	790	99.6	37.7	47.1	66.6
	1996-97	794	793	99.9		43.2	71.8
	1995-96					44.0	73.4
LAURENS 55	1997-98	396	394	99.5	45.0	45.0	64.4
	1996-97	451	451	100.0		47.0	68.2
	1995-96					57.3	76.7
LAURENS 56	1997-98	234	234	100.0	46.6	43.8	57.4
	1996-97	268	267	99.6		36.3	74.4
	1995-96					42.6	80.4
LEE	1997-98	256	254	99.2	76.0	22.0	26.4
	1996-97	260	260	100.0		22.7	54.8
	1995-96					25.4	46.6
LEXINGTON 1	1997-98	1198	1198	100.0	18.1	65.9	86.1
	1996-97	1166	1166	100.0		66.1	90.6
	1995-96					68.0	86.6
LEXINGTON 2	1997-98	668	666	99.7	38.3	59.3	81.7
	1996-97	694	694	100.0		60.0	77.0
	1995-96					63.8	83.5
LEXINGTON 3	1997-98	171	171	100.0	45.0	46.8	67.3
	1996-97	181	181	100.0		48.1	65.0
	1995-96					54.7	72.4
LEXINGTON 4	1997-98	195	195	100.0	45.7	58.2	78.3
	1996-97	186	186	100.0		45.2	76.0
	1995-96					51.5	84.4
LEXINGTON 5	1997-98	1105	1105	100.0	9.6	71.2	85.6
	1996-97	1109	1106	99.7		68.5	86.4
	1995-96					75.8	85.7

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GRADE 6

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 SCIENCE %MEETING STANDARD	8 WRITING %MEETING STANDARD
MCCORMICK	1997-98	94	94	100.0	63.5	34.0	63.8
	1996-97	99	99	100.0		30.3	80.8
	1995-96					33.0	68.0
MARION 1	1997-98	254	253	99.6	62.4	28.9	49.6
	1996-97	237	237	100.0		40.9	66.2
	1995-96					35.7	63.8
MARION 2	1997-98	172	172	100.0	63.3	40.1	79.5
	1996-97	164	164	100.0		39.6	70.1
	1995-96					32.3	63.7
MARION 3	1997-98	44	44	100.0	84.1	27.3	63.6
	1996-97	47	47	100.0		29.8	66.0
	1995-96					23.8	50.0
MARION 4	1997-98	30	30	100.0	71.4	20.0	76.7
	1996-97	34	34	100.0		50.0	88.2
	1995-96					18.9	91.9
MARLBORO	1997-98	410	410	100.0	67.9	33.5	51.2
	1996-97	444	443	99.8		28.2	56.3
	1995-96					24.6	54.8
NEWBERRY	1997-98	415	416	100.2 *	49.3	48.4	62.5
	1996-97	443	440	99.3		33.4	59.5
	1995-96					49.1	62.4
OCONEE	1997-98	744	742	99.7	32.0	59.2	72.3
	1996-97	745	743	99.7		52.5	66.7
	1995-96					62.5	78.6
ORANGEBURG 3	1997-98	317	301	95.0	71.8	30.2	44.6
	1996-97	328	313	95.4		18.2	43.1
	1995-96					23.7	46.6
ORANGEBURG 4	1997-98	289	289	100.0	53.8	39.4	61.8
	1996-97	316	315	99.7		39.4	75.6
	1995-96					46.2	75.6
ORANGEBURG 5	1997-98	559	558	99.8	66.4	29.7	55.5
	1996-97	579	580	100.2 *		31.7	56.1
	1995-96					30.0	50.6
PICKENS	1997-98	922	921	99.9	23.3	66.6	80.9
	1996-97	1163	1162	99.9		60.1	83.6
	1995-96					67.6	79.9
RICHLAND 1	1997-98	1982	1968	99.3	58.1	43.9	60.7
	1996-97	1909	1902	99.6		35.9	61.9
	1995-96					45.9	68.9
RICHLAND 2	1997-98	1249	1241	99.4	22.3	65.4	81.6
	1996-97	1250	1245	99.6		63.7	77.5
	1995-96					65.7	83.6

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GRADE 6

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 SCIENCE %MEETING STANDARD	8 WRITING %MEETING STANDARD
SALUDA	1997-98	142	142	100.0	47.1	45.8	65.5
	1996-97	157	157	100.0		38.6	58.0
	1995-96					36.9	51.9
SPARTANBURG 1	1997-98	302	303	100.3 *	27.2	67.3	82.8
	1996-97	275	275	100.0		62.5	84.6
	1995-96					61.0	84.0
SPARTANBURG 2	1997-98	547	547	100.0	22.0	66.4	80.6
	1996-97	532	532	100.0		61.3	81.9
	1995-96					68.2	84.9
SPARTANBURG 3	1997-98	228	228	100.0	31.4	57.0	82.9
	1996-97	237	237	100.0		53.2	78.4
	1995-96					63.5	92.3
SPARTANBURG 4	1997-98	216	216	100.0	30.4	53.1	76.9
	1996-97	186	186	100.0		59.1	76.9
	1995-96					56.8	84.5
SPARTANBURG 5	1997-98	360	360	100.0	28.4	60.5	82.5
	1996-97	352	356	101.1 *		53.0	79.4
	1995-96					66.5	88.0
SPARTANBURG 6	1997-98	644	644	100.0	24.3	61.4	82.6
	1996-97	637	637	100.0		59.1	83.6
	1995-96					61.8	83.8
SPARTANBURG 7	1997-98	635	634	99.8	52.5	51.1	71.7
	1996-97	672	670	99.7		46.9	76.4
	1995-96					49.7	81.2
SUMTER 2	1997-98	753	743	98.7	55.7	44.0	66.8
	1996-97	733	725	98.9		43.0	72.3
	1995-96					40.3	81.6
SUMTER 17	1997-98	727	723	99.4	51.1	45.7	60.9
	1996-97	715	712	99.6		38.3	62.8
	1995-96					43.1	68.4
UNION	1997-98	350	349	99.7	43.1	53.0	71.3
	1996-97	380	380	100.0		46.8	69.8
	1995-96					44.2	78.3
WILLIAMSBURG	1997-98	410	409	99.8	80.7	48.4	66.0
	1996-97	403	403	100.0		40.2	74.9
	1995-96					40.0	73.3
YORK 1	1997-98	381	379	99.5	36.2	50.0	69.3
	1996-97	367	367	100.0		50.0	76.3
	1995-96					49.7	70.3
YORK 2	1997-98	343	343	100.0	23.5	57.7	76.6
	1996-97	316	315	99.7		53.8	76.3
	1995-96					61.6	80.1

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GRADE 6

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 SCIENCE %MEETING STANDARD	8 WRITING %MEETING STANDARD
YORK 3	1997-98	1067	1062	99.5	25.8	58.2	72.7
	1996-97	1036	1033	99.7		51.8	75.9
	1995-96					59.5	82.4
YORK 4	1997-98	351	351	100.0	12.4	69.3	78.6
	1996-97	315	314	99.7		68.3	79.7
	1995-96					72.6	81.4
STATE LEVEL	1997-98	48061	47855	99.6	41.8	52.3	70.0
	1996-97	48170	48072	99.8		48.7	72.9
	1995-96					52.7	75.0

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1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 READING %MEETING STANDARD	8 MATH %MEETING STANDARD	9 SCIENCE %MEETING STANDARD	10 WRITING %MEETING STANDARD
ABBEVILLE	1997-98	260	259	99.6	42.9	69.1	49.4	36.3	68.0
	1996-97	302	302	100.0		76.5	62.9	48.3	78.5
	1995-96					77.5	60.2	46.8	84.9
AIKEN	1997-98	1808	1805	99.8	40.6	79.1	80.7	53.9	85.1
	1996-97	1852	1847	99.7		81.1	81.6	51.8	86.2
	1995-96					82.3	79.6	54.2	82.8
ALLENDALE	1997-98	143	143	100.0	83.1	53.1	63.6	26.6	62.2
	1996-97	175	173	98.9		54.9	56.8	19.8	55.2
	1995-96					51.2	72.7	28.1	62.1
ANDERSON 1	1997-98	536	536	100.0	17.6	84.4	82.4	60.5	91.1
	1996-97	552	549	99.5		87.4	83.4	57.2	90.5
	1995-96					81.8	80.9	55.3	91.0
ANDERSON 2	1997-98	262	261	99.6	29.8	67.0	57.1	41.4	68.0
	1996-97	262	262	100.0		78.2	65.6	46.6	75.2
	1995-96					73.8	65.2	51.8	79.1
ANDERSON 3	1997-98	197	197	100.0	34.8	72.1	49.5	42.9	74.0
	1996-97	201	200	99.5		76.6	59.7	49.0	80.8
	1995-96					67.4	48.9	42.1	70.8
ANDERSON 4	1997-98	165	165	100.0	29.2	69.7	76.4	52.7	79.4
	1996-97	187	187	100.0		74.3	74.9	51.9	81.3
	1995-96					77.0	71.7	50.3	86.8
ANDERSON 5	1997-98	780	781	100.1 *	33.7	75.7	70.1	55.5	81.6
	1996-97	838	838	100.0		78.0	70.2	54.6	83.8
	1995-96					79.3	77.2	54.6	83.6
BAMBERG 1	1997-98	148	148	100.0	57.9	63.3	76.4	33.6	81.8
	1996-97	174	174	100.0		70.1	60.9	38.7	89.6
	1995-96					79.8	82.4	46.3	92.7
BAMBERG 2	1997-98	70	70	100.0	84.9	42.9	40.0	24.6	52.2
	1996-97	89	88	98.9		60.2	38.6	15.9	68.2
	1995-96					53.6	45.2	21.4	70.2
BARNWELL 19	1997-98	90	90	100.0	68.7	63.3	58.3	26.6	76.8
	1996-97	91	91	100.0		74.4	60.0	47.5	80.2
	1995-96					73.3	62.8	25.6	83.7
BARNWELL 29	1997-98	87	87	100.0	51.8	79.3	75.9	55.4	90.8
	1996-97	65	65	100.0		90.8	71.4	42.9	95.3
	1995-96					82.6	77.9	50.0	94.2
BARNWELL 45	1997-98	203	201	99.0	40.5	59.3	63.1	41.9	75.4
	1996-97	161	162	100.6 *		63.4	62.1	43.1	77.8
	1995-96					65.4	64.3	39.3	76.5
BEAUFORT	1997-98	1202	1198	99.7	42.7	62.8	56.8	38.1	74.4
	1996-97	1172	1164	99.3		67.4	59.1	42.1	73.6
	1995-96					64.0	56.2	38.9	77.1

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BERKELEY	1997-98	1927	1924	99.8	38.3	74.4	69.6	47.8	83.5
	1996-97	1903	1901	99.9		78.2	69.2	48.2	83.0
	1995-96					77.2	67.8	50.3	81.9
CALHOUN	1997-98	161	159	98.8	72.8	51.3	49.0	18.7	51.6
	1996-97	168	168	100.0		57.7	52.4	19.6	80.4
	1995-96					67.6	73.4	35.0	81.2
CHARLESTON	1997-98	3098	3085	99.6	48.3	66.8	59.8	41.5	76.0
	1996-97	2954	2949	99.8		73.2	63.0	43.8	78.5
	1995-96					71.2	60.4	43.7	82.3
CHEROKEE	1997-98	611	607	99.3	42.2	59.3	61.1	37.1	70.1
	1996-97	629	626	99.5		67.3	66.9	40.4	80.1
	1995-96					63.6	55.8	35.4	73.4
CHESTER	1997-98	439	436	99.3	46.9	54.8	41.4	29.0	73.8
	1996-97	449	448	99.8		65.3	51.9	33.0	79.3
	1995-96					57.8	57.4	35.1	77.3
CHESTERFIELD	1997-98	537	533	99.3	51.3	68.5	58.6	39.0	75.5
	1996-97	558	555	99.5		70.1	60.1	42.0	80.7
	1995-96					69.9	60.0	43.8	80.5
CLARENDON 1	1997-98	84	83	98.8	86.9	53.0	42.2	22.1	72.3
	1996-97	107	107	100.0		50.9	40.6	17.0	64.2
	1995-96					63.0	42.4	18.0	77.8
CLARENDON 2	1997-98	268	268	100.0	65.6	64.9	58.4	39.4	78.5
	1996-97	315	315	100.0		59.9	56.2	36.0	61.4
	1995-96					71.5	67.4	45.9	84.9
CLARENDON 3	1997-98	90	92	102.2 *	56.0	65.9	57.6	42.9	73.9
	1996-97	87	85	97.7		57.6	47.1	27.4	73.5
	1995-96					62.8	39.4	38.7	67.4
COLLETON	1997-98	518	519	100.2 *	60.1	64.0	57.7	35.9	74.2
	1996-97	504	501	99.4		67.6	52.4	35.0	68.5
	1995-96					70.5	57.6	35.4	78.1
DARLINGTON	1997-98	764	758	99.2	57.7	64.1	69.2	39.1	79.0
	1996-97	814	803	98.6		70.0	73.1	43.8	74.5
	1995-96					66.7	65.2	40.5	75.4
DILLON 1	1997-98	76	76	100.0	57.9	50.0	60.0	28.0	61.6
	1996-97	70	72	102.9 *		60.6	56.9	27.1	67.6
	1995-96					57.3	69.1	34.6	81.7
DILLON 2	1997-98	354	338	95.5	69.0	41.3	39.2	23.5	62.8
	1996-97	311	311	100.0		46.9	43.1	20.6	62.3
	1995-96					50.5	51.4	27.7	68.0
DILLON 3	1997-98	99	99	100.0	62.4	78.8	75.8	47.5	81.8
	1996-97	104	104	100.0		80.8	75.0	45.2	86.5
	1995-96					56.8	67.0	31.6	88.4

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DORCHESTER 2	1997-98	1285	1280	99.6	24.3	73.7	65.4	50.4	85.2
	1996-97	1192	1192	100.0		80.0	68.0	51.5	88.1
	1995-96					77.8	72.9	53.0	91.2
DORCHESTER 4	1997-98	180	178	98.9	66.2	59.3	46.6	28.7	71.8
	1996-97	179	179	100.0		63.8	43.8	24.2	67.6
	1995-96					64.9	40.9	23.1	69.4
EDGEFIELD	1997-98	331	331	100.0	51.0	63.1	64.7	39.3	79.5
	1996-97	291	298	102.4 *		65.1	58.1	35.0	77.6
	1995-96					71.0	51.1	39.2	86.6
FAIRFIELD	1997-98	265	258	97.4	62.6	60.5	41.8	23.8	73.5
	1996-97	237	224	94.5		58.0	37.1	22.3	73.1
	1995-96					47.2	40.8	20.5	75.6
FLORENCE 1	1997-98	1033	1037	100.4 *	44.5	72.3	64.1	46.1	80.3
	1996-97	1105	1101	99.6		76.4	63.9	46.7	79.8
	1995-96					74.5	65.3	47.9	81.6
FLORENCE 2	1997-98	93	93	100.0	50.9	74.2	62.4	47.3	78.5
	1996-97	86	86	100.0		76.7	76.7	57.0	80.2
	1995-96					73.0	76.4	41.6	70.8
FLORENCE 3	1997-98	333	330	99.1	67.7	60.5	57.8	29.1	69.9
	1996-97	264	264	100.0		69.5	63.9	34.1	72.2
	1995-96					60.8	60.2	31.4	64.8
FLORENCE 4	1997-98	79	79	100.0	74.2	48.1	51.9	15.2	67.1
	1996-97	103	103	100.0		49.5	41.7	16.7	42.7
	1995-96					41.3	32.3	12.1	62.0
FLORENCE 5	1997-98	110	110	100.0	44.7	65.8	69.4	39.6	76.4
	1996-97	110	110	100.0		73.6	72.7	57.3	86.2
	1995-96					68.4	76.3	43.0	83.3
GEORGETOWN	1997-98	741	742	100.1 *	50.5	69.0	65.7	44.6	70.8
	1996-97	749	749	100.0		68.1	63.2	43.9	74.9
	1995-96					70.6	64.1	40.0	77.4
GREENVILLE	1997-98	4038	4015	99.4	25.8	68.3	63.3	47.6	80.6
	1996-97	4049	4034	99.6		72.5	67.9	48.5	83.0
	1995-96					73.5	69.5	50.0	85.3
GREENWOOD 50	1997-98	598	598	100.0	39.0	60.1	59.1	35.8	78.7
	1996-97	590	590	100.0		69.0	63.2	43.0	75.7
	1995-96					66.6	61.1	41.6	75.8
GREENWOOD 51	1997-98	100	100	100.0	32.1	63.6	49.0	32.3	74.7
	1996-97	84	83	98.8		62.2	55.4	32.5	67.5
	1995-96					56.0	51.6	36.3	86.7
GREENWOOD 52	1997-98	122	122	100.0	28.2	80.3	77.9	56.6	80.3
	1996-97	140	140	100.0		82.7	89.3	58.6	87.9
	1995-96					76.4	85.4	52.0	78.9

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HAMPTON 1	1997-98	192	191	99.5	52.8	58.6	62.3	34.0	79.6
	1996-97	197	197	100.0		65.3	58.1	36.0	82.2
	1995-96					59.0	56.4	29.1	74.4
HAMPTON 2	1997-98	116	116	100.0	82.4	54.8	58.3	19.8	60.5
	1996-97	121	121	100.0		52.9	48.8	18.2	54.2
	1995-96					49.1	33.0	13.2	52.4
HORRY	1997-98	1877	1868	99.5	46.4	70.3	68.4	48.0	83.2
	1996-97	1897	1893	99.8		75.5	70.4	50.1	83.3
	1995-96					76.0	66.4	47.7	82.7
JASPER	1997-98	202	200	99.0	73.6	46.5	50.3	20.9	54.4
	1996-97	236	238	100.8 *		57.2	53.4	27.3	66.4
	1995-96					63.3	53.6	23.9	66.8
KERSHAW	1997-98	762	762	100.0	38.1	68.3	66.5	43.0	79.5
	1996-97	737	736	99.9		74.0	73.1	49.4	80.2
	1995-96					74.7	70.3	46.6	82.2
LANCASTER	1997-98	798	795	99.6	37.7	65.7	62.8	39.5	78.5
	1996-97	785	783	99.7		59.5	51.9	33.9	68.9
	1995-96					62.9	58.3	39.2	76.9
LAURENS 55	1997-98	423	417	98.6	45.0	68.8	76.7	48.4	80.1
	1996-97	458	456	99.6		67.3	62.5	37.4	73.7
	1995-96					62.3	61.0	38.1	78.2
LAURENS 56	1997-98	255	255	100.0	46.6	60.4	54.5	33.2	71.7
	1996-97	243	243	100.0		66.5	51.7	33.5	76.1
	1995-96					65.8	57.9	39.6	83.8
LEE	1997-98	226	222	98.2	76.0	40.1	43.0	14.1	52.1
	1996-97	259	257	99.2		51.2	41.4	19.9	52.2
	1995-96					49.8	47.3	20.4	52.3
LEXINGTON 1	1997-98	1176	1174	99.8	18.1	83.1	83.0	65.9	91.7
	1996-97	1175	1172	99.7		84.7	80.2	62.7	90.2
	1995-96					85.8	82.0	62.3	93.7
LEXINGTON 2	1997-98	666	664	99.7	38.3	79.0	84.2	53.0	90.9
	1996-97	693	691	99.7		81.8	85.1	56.2	91.8
	1995-96					78.0	79.8	51.0	93.2
LEXINGTON 3	1997-98	199	199	100.0	45.0	76.5	75.3	43.7	86.4
	1996-97	191	191	100.0		71.2	64.9	41.1	78.9
	1995-96					84.2	77.6	48.6	86.9
LEXINGTON 4	1997-98	224	222	99.1	45.7	60.3	52.7	42.5	84.4
	1996-97	188	188	100.0		74.7	66.3	44.8	87.7
	1995-96					71.3	65.5	39.0	94.1
LEXINGTON 5	1997-98	1170	1170	100.0	9.6	88.1	83.4	71.3	93.5
	1996-97	1109	1106	99.7		88.4	82.7	67.4	91.9
	1995-96					88.8	82.0	69.7	93.4

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MCCORMICK	1997-98	81	81	100.0	63.5	54.3	64.2	28.4	87.7
	1996-97	81	81	100.0		75.3	69.1	43.2	80.2
	1995-96					42.4	45.9	23.2	84.7
MARION 1	1997-98	259	258	99.6	62.4	58.5	67.1	39.5	65.9
	1996-97	264	264	100.0		65.7	64.2	31.3	69.6
	1995-96					62.4	64.3	36.5	80.0
MARION 2	1997-98	185	185	100.0	63.3	53.3	58.6	18.3	55.1
	1996-97	200	200	100.0		59.5	56.5	26.8	59.3
	1995-96					56.7	43.1	25.1	68.8
MARION 3	1997-98	45	45	100.0	84.1	40.0	40.0	11.6	61.4
	1996-97	40	40	100.0		52.6	30.0	22.5	57.5
	1995-96					48.0	22.0	12.0	63.3
MARION 4	1997-98	39	39	100.0	71.4	53.8	46.2	21.1	57.9
	1996-97	43	42	97.7		61.9	43.9	15.4	78.9
	1995-96					63.8	55.3	30.2	70.7
MARLBORO	1997-98	363	364	100.3 *	67.9	55.1	49.3	25.1	67.8
	1996-97	386	384	99.5		55.2	41.5	17.4	61.5
	1995-96					51.8	48.2	22.7	70.6
NEWBERRY	1997-98	451	443	98.2	49.3	58.9	69.2	35.9	75.2
	1996-97	432	432	100.0		65.4	63.2	37.6	72.4
	1995-96					65.1	61.9	37.0	78.2
OCONEE	1997-98	735	732	99.6	32.0	76.6	69.8	58.8	81.2
	1996-97	765	766	100.1 *		78.5	68.3	53.9	83.5
	1995-96					77.9	71.6	56.5	86.8
ORANGEBURG 3	1997-98	307	304	99.0	71.8	44.7	43.9	18.2	51.7
	1996-97	354	346	97.7		52.0	47.1	16.8	57.8
	1995-96					53.9	44.1	19.7	62.4
ORANGEBURG 4	1997-98	306	304	99.3	53.8	69.2	66.2	36.7	74.7
	1996-97	328	329	100.3 *		72.2	60.7	36.3	79.6
	1995-96					67.0	60.2	38.9	81.9
ORANGEBURG 5	1997-98	608	608	100.0	66.4	49.6	45.4	19.3	64.4
	1996-97	590	588	99.7		62.8	56.7	28.0	67.9
	1995-96					59.3	49.6	29.9	74.9
PICKENS	1997-98	1133	1130	99.7	23.3	75.1	75.4	55.4	84.2
	1996-97	1079	1078	99.9		78.7	74.6	53.9	82.8
	1995-96					76.6	69.3	52.2	86.6
RICHLAND 1	1997-98	1846	1840	99.7	58.1	61.8	48.7	34.6	73.0
	1996-97	1876	1869	99.6		58.5	45.0	32.4	73.7
	1995-96					62.8	46.0	34.5	71.6
RICHLAND 2	1997-98	1261	1257	99.7	22.3	77.9	71.4	57.4	83.3
	1996-97	1263	1262	99.9		83.5	74.1	62.8	89.5
	1995-96					80.1	70.2	60.6	88.3

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SALUDA	1997-98	138	138	100.0	47.1	57.2	55.8	40.3	65.7
	1996-97	159	159	100.0		63.3	53.8	33.8	71.5
	1995-96					65.1	53.8	37.7	71.6
SPARTANBURG 1	1997-98	306	306	100.0	27.2	76.8	89.2	50.7	77.5
	1996-97	316	316	100.0		78.8	81.0	53.8	80.2
	1995-96					78.3	88.5	56.9	84.3
SPARTANBURG 2	1997-98	547	547	100.0	22.0	84.1	85.2	60.2	91.5
	1996-97	509	507	99.6		82.8	81.8	58.7	91.1
	1995-96					83.2	86.6	60.3	94.4
SPARTANBURG 3	1997-98	226	226	100.0	31.4	72.0	75.6	44.7	78.3
	1996-97	249	249	100.0		79.5	68.7	47.4	84.3
	1995-96					75.9	64.7	44.9	88.7
SPARTANBURG 4	1997-98	195	195	100.0	30.4	66.8	61.3	40.5	82.5
	1996-97	193	193	100.0		78.8	69.9	47.7	85.9
	1995-96					50.5	50.8	28.7	76.8
SPARTANBURG 5	1997-98	363	363	100.0	28.4	77.9	83.7	62.5	92.5
	1996-97	370	370	100.0		80.1	78.6	56.8	91.4
	1995-96					72.5	67.1	44.4	88.5
SPARTANBURG 6	1997-98	660	659	99.8	24.3	77.6	81.9	56.3	89.8
	1996-97	657	656	99.8		81.8	83.7	58.3	89.0
	1995-96					80.9	75.2	52.0	89.4
SPARTANBURG 7	1997-98	626	623	99.5	52.5	55.2	56.6	34.3	78.3
	1996-97	630	621	98.6		66.1	64.5	41.4	78.3
	1995-96					61.0	60.9	38.5	80.0
SUMTER 2	1997-98	695	685	98.6	55.7	59.2	52.6	33.9	70.2
	1996-97	660	654	99.1		65.9	58.2	35.6	81.8
	1995-96					54.4	51.0	30.4	73.8
SUMTER 17	1997-98	650	647	99.5	51.1	64.2	61.7	38.4	72.2
	1996-97	723	719	99.4		67.7	68.9	44.2	75.8
	1995-96					65.6	55.6	42.5	73.6
UNION	1997-98	372	354	95.2	43.1	63.7	63.2	35.2	80.3
	1996-97	336	352	104.8 *		74.1	73.0	35.4	85.4
	1995-96					75.1	75.1	39.4	81.1
WILLIAMSBURG	1997-98	452	449	99.3	80.7	55.1	52.9	23.7	71.6
	1996-97	416	416	100.0		61.2	54.2	31.5	70.4
	1995-96					60.0	60.7	29.4	69.8
YORK 1	1997-98	338	333	98.5	36.2	67.6	63.9	43.4	80.4
	1996-97	342	342	100.0		73.8	67.5	43.5	82.6
	1995-96					75.4	65.1	44.0	82.8
YORK 2	1997-98	304	304	100.0	23.5	70.1	81.7	49.8	83.2
	1996-97	300	300	100.0		71.8	81.3	53.8	88.0
	1995-96					72.1	86.2	58.0	89.7

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BSAP PERCENTAGES MEETING STANDARDS BY SUBJECT
ALL STUDENTS

GRADE 8

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 READING %MEETING STANDARD	8 MATH %MEETING STANDARD	9 SCIENCE %MEETING STANDARD	10 WRITING %MEETING STANDARD
YORK 3	1997-98	1064	1063	99.9	25.8	73.2	68.6	53.5	81.7
	1996-97	960	954	99.4		77.7	71.8	54.6	84.2
	1995-96					76.9	74.7	55.0	85.2
YORK 4	1997-98	340	341	100.3 *	12.4	81.8	81.5	64.8	90.3
	1996-97	292	292	100.0		82.5	81.0	66.3	91.7
	1995-96					81.7	79.1	65.0	91.7
STATE LEVEL	1997-98	47452	47269	99.6	41.8	68.4	65.0	44.4	78.7
	1996-97	47373	47253	99.7		72.4	66.1	45.3	79.9
	1995-96					71.2	65.2	45.1	81.4

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BSAP PERCENTAGES MEETING STANDARDS BY SUBJECT
ALL STUDENTS

GRADE 10 -- EXIT EXAM

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 READING %MEETING STANDARD	8 MATH %MEETING STANDARD	9 WRITING %MEETING STANDARD
ABBEVILLE	1997-98	256	255	99.6	42.9	78.9	73.2	81.2
	1996-97	245	245	100.0		83.1	73.5	78.8
	1995-96					87.7	78.1	87.1
AIKEN	1997-98	1730	1730	100.0	40.6	86.4	80.4	84.7
	1996-97	1678	1673	99.7		86.3	82.1	90.4
	1995-96					89.0	83.4	87.7
ALLENDALE	1997-98	167	168	100.6 *	83.1	53.9	48.0	52.0
	1996-97	148	147	99.3		65.4	60.2	64.3
	1995-96					60.3	69.7	56.8
ANDERSON 1	1997-98	435	433	99.5	17.6	88.1	90.7	92.1
	1996-97	514	514	100.0		87.8	86.7	93.7
	1995-96					92.5	88.6	91.3
ANDERSON 2	1997-98	267	267	100.0	29.8	86.0	81.1	81.8
	1996-97	232	232	100.0		86.0	84.2	77.6
	1995-96					86.9	87.4	80.0
ANDERSON 3	1997-98	133	133	100.0	34.8	80.0	79.2	83.1
	1996-97	123	123	100.0		88.0	84.6	85.5
	1995-96					88.6	89.4	84.7
ANDERSON 4	1997-98	155	155	100.0	29.2	90.7	90.7	86.1
	1996-97	155	154	99.4		91.8	91.1	94.5
	1995-96					89.3	83.0	86.6
ANDERSON 5	1997-98	658	656	99.7	33.7	89.9	90.8	88.4
	1996-97	635	633	99.7		88.5	86.2	90.3
	1995-96					86.5	81.8	85.0
BAMBERG 1	1997-98	133	133	100.0	57.9	83.5	82.7	85.0
	1996-97	125	125	100.0		86.9	85.2	91.0
	1995-96					72.3	73.0	75.2
BAMBERG 2	1997-98	64	61	95.3	84.9	64.4	62.7	55.9
	1996-97	60	60	100.0		78.0	69.5	61.0
	1995-96					76.9	69.2	63.5
BARNWELL 19	1997-98	83	83	100.0	68.7	75.0	55.0	65.0
	1996-97	82	83	101.2 *		74.4	63.4	65.9
	1995-96					81.6	67.1	70.7
BARNWELL 29	1997-98	87	87	100.0	51.8	81.0	71.4	86.7
	1996-97	72	72	100.0		73.2	70.4	85.5
	1995-96					78.9	79.2	85.7
BARNWELL 45	1997-98	199	196	98.5	40.5	71.1	74.0	75.6
	1996-97	212	211	99.5		80.2	73.9	86.1
	1995-96					86.7	76.6	84.4

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BSAP PERCENTAGES MEETING STANDARDS BY SUBJECT
ALL STUDENTS

GRADE 10 -- EXIT EXAM

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 READING %MEETING STANDARD	8 MATH %MEETING STANDARD	9 WRITING %MEETING STANDARD
BEAUFORT	1997-98	1082	1033	95.5	42.7	76.4	67.2	83.2
	1996-97	902	905	100.3 *		79.7	70.0	83.2
	1995-96					80.4	68.9	77.7
BERKELEY	1997-98	1778	1771	99.6	38.3	81.7	80.9	84.5
	1996-97	1746	1736	99.4		81.8	76.7	85.5
	1995-96					83.3	79.6	83.2
CALHOUN	1997-98	146	146	100.0	72.8	69.4	60.0	73.5
	1996-97	126	139	110.3 *		66.9	46.4	79.8
	1995-96					60.3	52.3	67.9
CHARLESTON	1997-98	2376	2351	98.9	48.3	79.4	70.7	84.3
	1996-97	2428	2419	99.6		82.9	71.1	86.8
	1995-96					83.5	71.6	83.8
CHEROKEE	1997-98	577	545	94.5	42.2	74.4	69.0	82.0
	1996-97	600	583	97.2		67.9	64.7	71.5
	1995-96					76.6	72.7	81.6
CHESTER	1997-98	316	312	98.7	46.9	80.7	69.7	83.3
	1996-97	390	386	99.0		77.4	70.2	84.6
	1995-96					81.3	76.8	82.8
CHESTERFIELD	1997-98	498	488	98.0	51.3	78.3	67.1	85.9
	1996-97	569	568	99.8		79.8	72.2	83.6
	1995-96					80.4	75.1	82.0
CLARENDON 1	1997-98	107	105	98.1	86.9	82.6	67.4	64.7
	1996-97	92	92	100.0		63.4	49.4	47.5
	1995-96					60.8	47.1	48.5
CLARENDON 2	1997-98	180	177	98.3	65.6	83.9	87.0	82.0
	1996-97	252	246	97.6		77.0	67.2	84.4
	1995-96					83.0	73.7	79.0
CLARENDON 3	1997-98	98	103	105.1 *	56.0	82.9	82.1	70.9
	1996-97	97	96	99.0		76.5	80.2	77.3
	1995-96					83.1	77.9	76.3
COLLETON	1997-98	475	481	101.3 *	60.1	74.4	69.9	75.4
	1996-97	500	503	100.6 *		75.1	71.6	72.0
	1995-96					76.5	70.5	74.9
DARLINGTON	1997-98	787	744	94.5	57.7	76.9	73.6	78.4
	1996-97	728	710	97.5		77.5	69.4	77.6
	1995-96					79.2	72.8	75.5
DILLON 1	1997-98	80	80	100.0	57.9	77.5	73.8	84.8
	1996-97	85	83	97.6		68.4	63.3	69.6
	1995-96					74.0	74.0	77.8

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BSAP PERCENTAGES MEETING STANDARDS BY SUBJECT
ALL STUDENTS

GRADE 10 -- EXIT EXAM

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 READING %MEETING STANDARD	8 MATH %MEETING STANDARD	9 WRITING %MEETING STANDARD
DILLON 2	1997-98	256	260	101.6 *	69.0	68.7	61.4	63.5
	1996-97	254	253	99.6		65.1	65.9	76.9
	1995-96					68.3	65.9	70.3
DILLON 3	1997-98	87	87	100.0	62.4	77.0	74.7	82.8
	1996-97	68	67	98.5		89.2	87.7	87.9
	1995-96					88.0	80.6	86.9
DORCHESTER 2	1997-98	1168	1159	99.2	24.3	85.4	80.2	88.1
	1996-97	1065	1065	100.0		85.6	79.7	86.6
	1995-96					91.1	89.0	90.5
DORCHESTER 4	1997-98	156	153	98.1	66.2	73.0	62.2	75.7
	1996-97	147	145	98.6		71.1	60.0	77.1
	1995-96					76.9	67.5	67.1
EDGEFIELD	1997-98	236	234	99.2	51.0	80.5	71.6	81.7
	1996-97	237	236	99.6		81.1	79.6	81.2
	1995-96					78.9	70.4	77.5
FAIRFIELD	1997-98	199	193	97.0	62.6	69.8	50.3	79.6
	1996-97	221	218	98.6		70.4	62.5	74.2
	1995-96					64.9	59.3	71.5
FLORENCE 1	1997-98	1050	1034	98.5	44.5	86.5	75.8	84.8
	1996-97	1107	1088	98.3		83.7	75.3	82.0
	1995-96					85.3	79.1	80.9
FLORENCE 2	1997-98	67	68	101.5 *	50.9	76.2	75.8	76.2
	1996-97	96	96	100.0		85.7	79.1	82.6
	1995-96					88.3	81.6	80.6
FLORENCE 3	1997-98	257	253	98.4	67.7	79.5	76.2	74.2
	1996-97	268	266	99.3		64.1	66.4	67.1
	1995-96					75.6	73.7	69.3
FLORENCE 4	1997-98	90	90	100.0	74.2	55.2	45.3	51.8
	1996-97	100	99	99.0		66.7	68.8	60.4
	1995-96					73.1	56.7	51.0
FLORENCE 5	1997-98	95	95	100.0	44.7	88.4	89.5	83.2
	1996-97	78	78	100.0		84.4	87.0	87.0
	1995-96					92.9	98.8	91.7
GEORGETOWN	1997-98	657	652	99.2	50.5	80.6	78.5	78.8
	1996-97	731	724	99.0		78.5	72.0	82.3
	1995-96					78.5	73.5	74.9
GREENVILLE	1997-98	3834	3773	98.4	25.8	87.0	79.6	89.7
	1996-97	3714	3679	99.1		85.5	79.6	85.7
	1995-96					86.4	82.9	85.8

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PERCENT TESTED IS BASED ON ALL 10TH GRADERS.
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BSAP PERCENTAGES MEETING STANDARDS BY SUBJECT
ALL STUDENTS

GRADE 10 -- EXIT EXAM

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 READING %MEETING STANDARD	8 MATH %MEETING STANDARD	9 WRITING %MEETING STANDARD
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GREENWOOD 50	1997-98	579	574	99.1	39.0	78.4	69.7	79.9
	1996-97	531	526	99.1		79.9	72.7	76.8
	1995-96					81.2	75.0	80.6
GREENWOOD 51	1997-98	79	79	100.0	32.1	73.7	65.8	84.2
	1996-97	77	75	97.4		77.0	70.3	83.6
	1995-96					94.7	88.2	88.2
GREENWOOD 52	1997-98	106	105	99.1	28.2	85.4	85.3	89.4
	1996-97	127	126	99.2		92.5	92.6	89.9
	1995-96					91.0	83.0	87.6
HAMPTON 1	1997-98	205	205	100.0	52.8	73.6	75.1	78.2
	1996-97	170	171	100.6 *		76.9	71.8	79.7
	1995-96					75.1	74.4	73.9
HAMPTON 2	1997-98	67	68	101.5 *	82.4	65.2	67.2	62.3
	1996-97	88	90	102.3 *		66.7	65.9	60.5
	1995-96					78.9	70.7	57.7
HORRY	1997-98	1823	1805	99.0	46.4	80.7	72.6	86.7
	1996-97	1790	1779	99.4		82.1	75.4	86.2
	1995-96					83.6	76.1	83.1
JASPER	1997-98	378	203	53.7	73.6	62.9	43.8	58.4
	1996-97	211	209	99.1		47.6	38.6	51.3
	1995-96					70.0	52.2	71.9
KERSHAW	1997-98	685	693	101.2 *	38.1	76.9	71.0	82.9
	1996-97	730	729	99.9		80.9	75.0	85.7
	1995-96					82.2	76.1	84.1
LANCASTER	1997-98	699	695	99.4	37.7	79.4	74.4	81.6
	1996-97	711	699	98.3		78.4	69.1	80.8
	1995-96					83.1	78.1	79.8
LAURENS 55	1997-98	369	367	99.5	45.0	76.0	69.8	79.8
	1996-97	332	329	99.1		78.1	72.9	80.9
	1995-96					80.1	71.9	86.6
LAURENS 56	1997-98	221	221	100.0	46.6	80.2	80.7	82.4
	1996-97	225	225	100.0		85.8	80.3	89.0
	1995-96					86.3	86.8	88.3
LEE	1997-98	189	185	97.9	76.0	65.5	61.3	60.5
	1996-97	196	196	100.0		69.6	58.5	68.6
	1995-96					72.1	62.8	67.3

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LEXINGTON 1	1997-98	1020	1021	100.1 *	18.1	90.9	91.9	93.5
	1996-97	973	971	99.8		91.9	90.2	92.6
	1995-96					92.9	91.3	91.3
LEXINGTON 2	1997-98	541	538	99.4	38.3	85.3	84.2	85.7
	1996-97	567	565	99.6		89.8	81.9	91.3
	1995-96					86.2	83.4	89.3
LEXINGTON 3	1997-98	172	172	100.0	45.0	84.9	72.3	81.8
	1996-97	180	180	100.0		76.6	73.1	82.7
	1995-96					86.2	84.1	84.8
LEXINGTON 4	1997-98	183	187	102.2 *	45.7	80.0	68.2	88.6
	1996-97	152	152	100.0		78.8	74.0	86.3
	1995-96					86.5	80.5	88.0
LEXINGTON 5	1997-98	1032	1030	99.8	9.6	93.0	87.4	94.6
	1996-97	1025	1025	100.0		93.8	91.3	96.2
	1995-96					95.6	90.8	93.8
MCCORMICK	1997-98	74	74	100.0	63.5	58.8	55.7	58.8
	1996-97	108	105	97.2		61.5	58.5	75.3
	1995-96					52.8	48.4	60.2
MARION 1	1997-98	247	242	98.0	62.4	77.4	74.7	81.7
	1996-97	230	225	97.8		74.2	68.2	81.0
	1995-96					81.6	78.8	85.1
MARION 2	1997-98	129	129	100.0	63.3	85.5	85.5	77.4
	1996-97	157	155	98.7		73.5	76.8	73.6
	1995-96					74.5	64.8	68.6
MARION 3	1997-98	52	52	100.0	84.1	55.8	42.3	57.7
	1996-97	43	43	100.0		73.2	52.4	45.2
	1995-96					77.8	84.4	52.2
MARION 4	1997-98	45	45	100.0	71.4	60.5	44.2	76.7
	1996-97	42	42	100.0		64.3	54.8	66.7
	1995-96					69.2	44.0	76.0
MARLBORO	1997-98	368	357	97.0	67.9	68.1	55.4	70.7
	1996-97	351	344	98.0		59.9	57.2	70.9
	1995-96					69.9	65.3	65.9
NEWBERRY	1997-98	403	394	97.8	49.3	76.9	74.1	76.9
	1996-97	407	407	100.0		84.6	77.1	87.7
	1995-96					87.2	83.3	88.1
OCONEE	1997-98	669	667	99.7	32.0	89.1	80.9	91.0
	1996-97	668	663	99.3		85.2	83.2	87.6
	1995-96					86.9	81.8	86.6

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GRADE 10 -- EXIT EXAM

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 READING %MEETING STANDARD	8 MATH %MEETING STANDARD	9 WRITING %MEETING STANDARD
ORANGEBURG 3	1997-98	315	303	96.2	71.8	71.9	54.3	69.8
	1996-97	330	330	100.0		69.4	49.5	71.6
	1995-96					79.5	68.9	67.7
ORANGEBURG 4	1997-98	294	291	99.0	53.8	76.4	70.8	74.6
	1996-97	274	276	100.7 *		78.6	70.7	82.3
	1995-96					76.4	78.2	80.0
ORANGEBURG 5	1997-98	573	556	97.0	66.4	68.8	64.7	73.3
	1996-97	553	556	100.5 *		73.9	67.6	74.4
	1995-96					73.2	61.8	63.9
PICKENS	1997-98	1007	999	99.2	23.3	86.3	79.2	91.3
	1996-97	1060	1055	99.5		86.1	80.9	89.0
	1995-96					87.7	83.0	82.6
RICHLAND 1	1997-98	1599	1574	98.4	58.1	74.4	65.4	79.5
	1996-97	1624	1571	96.7		75.5	63.4	82.3
	1995-96					77.0	65.3	78.1
RICHLAND 2	1997-98	1184	1193	100.8 *	22.3	87.8	78.3	90.8
	1996-97	1107	1107	100.0		86.5	78.2	91.2
	1995-96					85.8	78.0	87.1
SALUDA	1997-98	127	127	100.0	47.1	77.2	69.4	73.4
	1996-97	152	151	99.3		72.0	58.0	83.8
	1995-96					68.8	64.1	74.3
SPARTANBURG 1	1997-98	288	286	99.3	27.2	83.4	76.6	86.8
	1996-97	290	285	98.3		82.4	81.5	83.9
	1995-96					86.5	84.4	84.8
SPARTANBURG 2	1997-98	472	471	99.8	22.0	85.9	80.0	88.0
	1996-97	458	462	100.9 *		85.6	82.2	86.6
	1995-96					85.8	85.2	83.4
SPARTANBURG 3	1997-98	242	242	100.0	31.4	85.8	70.4	88.6
	1996-97	212	211	99.5		81.6	80.3	91.5
	1995-96					82.7	84.3	83.8
SPARTANBURG 4	1997-98	145	144	99.3	30.4	89.2	94.9	91.3
	1996-97	181	181	100.0		89.2	93.7	91.4
	1995-96					93.9	95.9	97.3
SPARTANBURG 5	1997-98	314	319	101.6 *	28.4	85.1	75.2	86.5
	1996-97	329	324	98.5		88.6	85.5	84.8
	1995-96					92.1	81.0	85.8
SPARTANBURG 6	1997-98	707	701	99.2	24.3	83.4	77.7	89.0
	1996-97	637	633	99.4		88.5	82.7	92.9
	1995-96					86.0	81.7	86.7

NOTE: SEE FIRST PAGE FOR EXPLANATORY NOTES.

PERCENT TESTED IS BASED ON ALL 10TH GRADERS.
PERCENT MEETING STANDARDS INCLUDES ONLY 10TH GRADERS WHO TOOK EXIT EXAM THE FIRST TIME.
* INDICATES THAT NUMBER TESTED INCLUDES COUNTS BEYOND ENROLLMENT.

BSAP PERCENTAGES MEETING STANDARDS BY SUBJECT
ALL STUDENTS

GRADE 10 -- EXIT EXAM

1 DISTRICT	2 TEST YEAR	3 ADJUSTED ENROLLMENT	4 NUMBER TESTED	5 PERCENT TESTED	6 % FREE LUNCH	7 READING %MEETING STANDARD	8 MATH %MEETING STANDARD	9 WRITING %MEETING STANDARD
SPARTANBURG 7	1997-98	580	568	97.9	52.5	77.7	70.6	84.7
	1996-97	539	537	99.6		76.4	73.6	81.1
	1995-96					83.1	79.6	86.8
SUMTER 2	1997-98	659	647	98.2	55.7	76.2	65.2	77.7
	1996-97	548	544	99.3		75.6	65.8	80.0
	1995-96					74.6	62.9	70.8
SUMTER 17	1997-98	583	573	98.3	51.1	86.0	75.3	86.5
	1996-97	569	565	99.3		89.1	77.5	82.6
	1995-96					85.8	74.4	78.3
UNION	1997-98	313	309	98.7	43.1	85.3	85.7	85.3
	1996-97	328	327	99.7		88.2	87.5	88.8
	1995-96					83.3	84.1	84.1
WILLIAMSBURG	1997-98	402	409	101.7 *	80.7	70.6	53.5	66.9
	1996-97	449	445	99.1		69.8	59.3	70.9
	1995-96					74.7	61.3	71.5
YORK 1	1997-98	324	324	100.0	36.2	82.6	71.6	82.3
	1996-97	306	305	99.7		76.1	72.5	84.8
	1995-96					84.0	76.0	79.2
YORK 2	1997-98	267	265	99.3	23.5	90.3	91.4	92.2
	1996-97	260	259	99.6		90.1	92.1	84.9
	1995-96					82.4	81.8	88.9
YORK 3	1997-98	901	895	99.3	25.8	84.8	79.4	87.6
	1996-97	959	955	99.6		83.2	81.5	86.8
	1995-96					85.9	84.0	85.9
YORK 4	1997-98	346	343	99.1	12.4	90.6	84.5	91.5
	1996-97	322	336	104.3 *		88.2	83.1	89.8
	1995-96					86.5	89.1	89.4
STATE LEVEL	1997-98	42923	42391	98.8	41.8	81.5	75.1	83.8
	1996-97	42443	42198	99.4		81.6	75.4	84.1
	1995-96					83.2	77.3	82.1

NOTE: SEE FIRST PAGE FOR EXPLANATORY NOTES.

PERCENT TESTED IS BASED ON ALL 10TH GRADERS.
PERCENT MEETING STANDARDS INCLUDES ONLY 10TH GRADERS WHO TOOK EXIT EXAM THE FIRST TIME.
* INDICATES THAT NUMBER TESTED INCLUDES COUNTS BEYOND ENROLLMENT.

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DATA UPDATE

South Carolina Department of Education
Divisions of Development and Education Initiatives/Offices of Research and Assessment

Barbara S. Nielsen, Ed.D., State Superintendent
September 1998

1998 Results of the Basic Skills Assessment Program (BSAP)

Testing with BSAP: The South Carolina Basic Skills Assessment Program (BSAP) was designed to assess student performance on statewide objectives in reading, mathematics, writing, and science. The BSAP tests are administered currently in Grades 3, 6, 8, and 10. The Grade 10 assessment in reading, mathematics, and writing is the High School Exit Examination. The legislation establishing the Basic Skills Assessment Program was enacted in 1978 and amended by the Education Improvement Act of 1984 and the Appropriations Acts for 1993-94, 1994-95, 1995-96, 1996-97, and 1997-98. Results from BSAP assist in identifying student deficiencies and in providing appropriate instruction to students not meeting standards. Results also are used to improve the school curriculum. Since the test is administered only in South Carolina, national comparisons cannot be made.

BSAP Highlights by Subject Area for Grades 3, 6, 8, and 10 (Exit Examination):

✓ THIRD GRADE--Between 1997 and 1998, reading scores decreased 1.1 percentage points and mathematics scores increased 0.7 of a percentage point. In 1998, 84.4% of Grade 3 students met state standard in reading, and 84.8% met state standard in mathematics.

✓ SIXTH GRADE--This year, 70.0% of the students met the state writing standard, a decrease of 2.9 percentage points over last year. State law exempted students from taking the Grade 6 tests in reading and mathematics this year.

✓ EIGHTH GRADE – In 1998, 68.4% of the students tested in reading, 65.0% of the students tested in mathematics, and 78.7% of the students tested in writing met state standards. From 1997 to 1998, performance at Grade 8 decreased by 4.0 percentage points in reading, 1.1 percentage points in mathematics and 1.2 percentage points in writing.

✓ TENTH GRADE – Of the Grade 10 students taking the Exit Examination for the first time, 81.5% in reading, 75.1% in mathematics, and 83.8% in writing met state standards during the 1998 administration. Performance from 1997 to 1998 decreased 0.1 of a percentage point in reading, 0.3 of a percentage point in mathematics, and 0.3 of a percentage point in writing. The percentage of students successfully passing all three tests and satisfying the graduation requirement during this first attempt was 64.9%, a drop of 1.0 percentage point over 1997.

✓ SCIENCE – Test scores increased this year at Grade 3 and Grade 6 and decreased at Grade 8. The percentage of Grade 3 students meeting the state science standard from 1997 to 1998 increased 0.7 of a percentage point, from 62.8% to 63.5%. For Grade 6, the percentage of students meeting state standard rose 3.6 percentage points, from 48.7% in 1997 to 52.3% in 1998, and Grade 8 decreased 0.9 of a percentage point, from 45.3% in 1997 to 44.4% in 1998.

STUDENTS TESTED

Student Participants: In spring of 1998, the 86 operating school districts provided an Official Student Testing Report for each grade tested in each school. These reports accounted for the number of students enrolled on the first and last day of testing, the number of students eligible for testing, the number of students not tested, and the total number of students tested. From these local reports, the following table was constructed to illustrate student participation rates for required grades in this statewide testing program during 1998. Of the 201,012 students enrolled on the last day of testing, school districts authorized the following number of students to be excluded from testing: (1) 10,307 students with documented disabilities and Individualized Education Programs (IEPs) which stated that testing was inappropriate as well as ungraded students

Students	Grade 3	Grade 6	Grade 8	Grade 10	Total
Enrollment (Last day of Testing)[a]	54,034	51,690	50,000	45,288	201,012
Exclusions[b]	3,307	3,629	2,548	2,365	11,849
Adjusted Enrollment (Eligible for Testing)[c]	50,727	48,061	47,452	42,923	189,163
Total Tested[d]	50,695	47,855	47,269	42,391	188,210
% Tested[d]	99.9	99.6	99.6	98.8	99.5

[a]Students enrolled on the last day of make-up testing.

[b]Figures reflect adjustments based on exclusions, special self-contained classes, and minor discrepancies between test contractor and school district counts.

[c] Number of students enrolled on last day of make-up testing less the number of authorized exclusions.

[d]Figures reflect all students eligible to be tested, including students who received zero scores (missed all items). Students tested but no longer enrolled on the last day of testing are excluded from figures. (See the defintions/ explanations of terms in *BSAP 1998 Percent Tested* – 98% Standard.)

with IEP Committee's consensus that testing was inappropriate, (2) 289 limited-English proficient students who had been enrolled in the school district less than two years, (3) 801 students who had already taken the current-year BSAP in another school district or who had already passed the exit examination, (4) 151 students who had been excused from testing due to unusual or extenuating circumstances, and (5) 301 homebound students. Additional BSAP information for schools, school districts, and the state may be found in four reports entitled *1998 Data Update*

BSAP RESULTS

Addendum, BSAP 1998 School Results, BSAP 1998 District and State Results, and *BSAP 1998 Percent Tested – 98% Standard.*

The adjusted number of enrolled students eligible for BSAP testing was 189,163 (201,012 minus 11,849). During the BSAP administration, 188,210 (99.5%, total tested divided by the adjusted enrollment) students in Grades 3, 6, 8, and 10 across South Carolina were tested. The number and percentage of students not tested in Grades 3, 6, 8, and 10 was 953 (0.5%, students without an authorized absence).

The percentage of students meeting state standards shown below include the 86 regular school districts, Felton Laboratory School, Palmetto Unified School District, Department of Juvenile Justice, South Carolina School for the Deaf and Blind, John de la Howe, Wil Lou Gray Opportunity School, Thornwell Home and School, and the Governor's School for Science and Mathematics. The primary statistic used for reporting the BSAP data is the percentage of students meeting standard in each basic skills area.

Baseline Testing Years by Grade and Subject Area: BSAP testing for reading and mathematics at Grades 3 and 8 began in 1981; 1983 for writing at Grades 6 and 8; 1986 for the Grade 10 Exit Examination; and 1990 for science at Grades 3, 6, and 8.

Meeting BSAP Standards: The percentages of students meeting the BSAP standards and numbers of students tested by grade level and subject area are provided below for 1998.

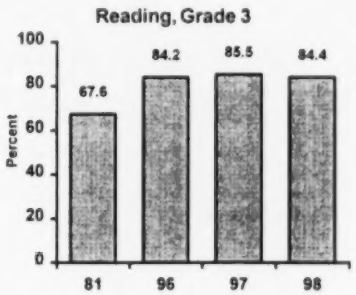
Percentages of Students Meeting BSAP Standards and *Numbers* of Students Tested - 1998

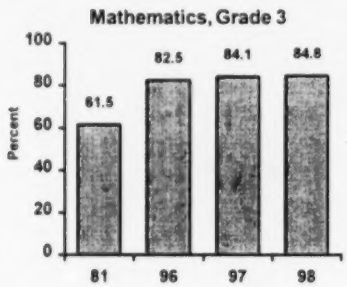
Grade	Reading	Mathematics	Writing	Science
3	84.4% *50,283*	84.8% *50,654*	*	63.5% *50,176*
6	*	*	70.0% *47,748*	52.3% *47,781*
8	68.4% *47,393*	65.0% *47,379*	78.7% *47,096*	44.4% *47,071*
10 (Exit Exam First Attempt)	81.5% *40,710*	75.1% *40,755*	83.8% *40,520*	*
Adult Education (Exit Exam First Attempt)	61.8% *600*	48.9% *611*	61.8% *581*	*

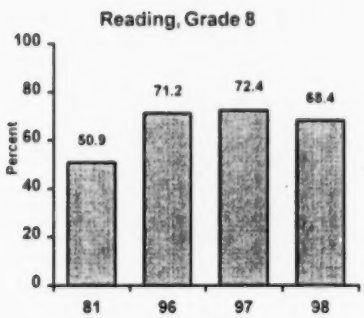
* A test was not given in this subject area at this grade level.

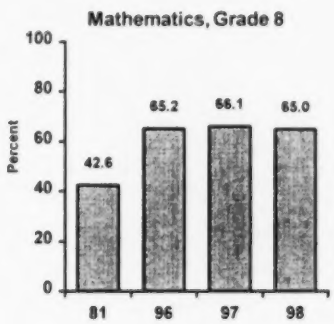
% OF STUDENTS MEETING STANDARDS OVER TIME

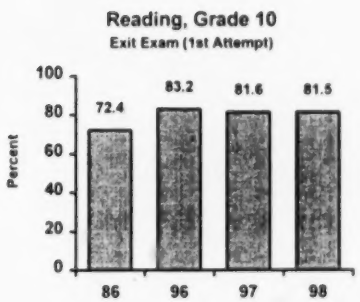
A brief synopsis of the percentages of students meeting standards in reading and mathematics over time (beginning with 1981 or 1986, then 1996, 1997 and 1998) for Grades 3, 8, and 10 Exit Examination (first attempt) appears below. See pages 9-16 for more information about student performance over time by grade and subject area.

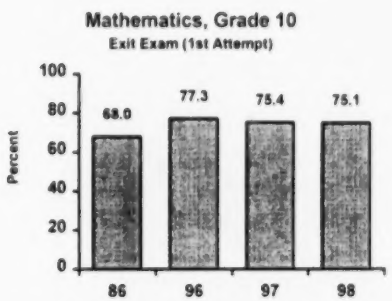












RESULTS BY DEMOGRAPHIC GROUPINGS

READING TESTS

Percentages of Students Meeting the Standards and Total *Numbers* of Students Tested on the BSAP Reading Tests - 1998

Groups	Grade 3		Grade 8		Grade 10*	
All Students	84.4%	*50,283*	68.4%	*47,393*	81.5%	*40,710*
Male	81.0%	*25,022*	64.3%	*23,550*	80.2%	*19,353*
Female	87.9%	*25,153*	72.5%	*23,765*	82.7%	*21,207*
White	90.0%	*28,302*	79.5%	*27,409*	89.9%	*24,076*
African American	76.7%	*20,862*	52.3%	*18,914*	68.6%	*15,624*
Other**	88.3%	*997*	70.6%	*949*	80.4%	*836*
White Male	87.9%	*14,290*	75.9%	*13,899*	88.9%	*11,805*
White Female	92.2%	*14,003*	83.2%	*13,508*	91.0%	*12,269*
African-American Male	71.2%	*10,235*	46.6%	*9,131*	65.9%	*7,118*
African-American Female	82.1%	*10,605*	57.5%	*9,772*	70.9%	*8,500*
Other Male**	84.3%	*483*	67.8%	*484*	80.9%	*414*
Other Female**	92.0%	*513*	73.5%	*465*	79.9%	*422*
Free Meal	76.4%	*21,666*	50.6%	*16,680*	66.2%	*9,934*
Reduced-Price Meal	83.8%	*4,036*	65.1%	*3,120*	78.2%	*1,874*
No Free/Reduced-Price Meal	91.9%	*24,146*	80.2%	*27,069*	87.5%	*28,199*
Non-Repeater	84.7%	*46,907*	69.1%	*43,860*	81.9%	*37,675*
Repeater	81.2%	*1,394*	48.7%	*947*	61.6%	*484*
Not Disabled	86.9%	*44,602*	72.0%	*43,629*	83.7%	*38,541*
Disabled	65.1%	*5,673*	26.5%	*3,759*	42.6%	*2,168*
Within Age Range or Under	87.2%	*42,369*	77.3%	*34,056*	88.4%	*29,426*
Overage Range	69.6%	*7,913*	45.5%	*13,329*	63.5%	*11,286*

*First Attempt

***Other* includes Hispanics, Asian/Pacific Islanders, and American Indian/Alaskan native and excludes students not reporting an ethnicity/race.

Note: Percentages may not sum to 100 due to rounding. Numbers may not sum to the total for a category or to all students due to unreported information.

RESULTS BY DEMOGRAPHIC GROUPINGS

MATHEMATICS TESTS

Percentages of Students Meeting the Standards and Total *Numbers* of Students Tested on the BSAP Mathematics Tests - 1998

Groups	Grade 3		Grade 8		Grade 10*	
All Students	84.8%	*50,654*	65.0%	*47,379*	75.1%	*40,755*
Male	84.9%	*25,310*	65.2%	*23,546*	77.0%	*19,358*
Female	84.9%	*25,236*	64.9%	*23,758*	73.3%	*21,240*
White	91.5%	*28,499*	77.0%	*27,400*	85.3%	*24,089*
African American	75.7%	*21,025*	47.3%	*18,909*	59.1%	*15,651*
Other**	89.5%	*1,009*	72.8%	*953*	82.0%	*835*
White Male	91.7%	*14,435*	77.4%	*13,889*	86.6%	*11,804*
White Female	91.3%	*14,055*	76.6%	*13,509*	84.1%	*12,283*
African-American Male	75.2%	*10,369*	46.1%	*9,136*	60.8%	*7,128*
African-American Female	76.2%	*10,634*	48.4%	*9,762*	57.6%	*8,517*
Other Male**	88.4%	*493*	74.0%	*485*	85.4%	*410*
Other Female**	90.5%	*515*	71.6%	*468*	78.8%	*425*
Free Meal	76.6%	*21,898*	47.3%	*16,674*	59.0%	*9,934*
Reduced-Price Meal	84.8%	*4,074*	61.9%	*3,125*	69.8%	*1,880*
No Free/Reduced-Price Meal	92.4%	*24,243*	76.7%	*27,061*	81.5%	*28,232*
Non-Repeater	84.9%	*47,229*	65.7%	*43,844*	75.4%	*37,647*
Repeater	86.0%	*1,425*	41.5%	*947*	54.0%	*537*
Not Disabled	86.8%	*44,630*	68.1%	*43,591*	77.0%	*38,594*
Disabled	70.1%	*6,015*	29.0%	*3,783*	40.7%	*2,160*
Within Age Range or Under	86.9%	*42,526*	73.6%	*34,053*	82.6%	*29,404*
Overage Range	74.2%	*8,127*	43.1%	*13,318*	55.6%	*11,352*

*First Attempt

***Other* includes Hispanics, Asian/Pacific Islanders, and American Indian/Alaskan native and excludes students not reporting an ethnicity/race.

Note: Percentages may not sum to 100 due to rounding. Numbers may not sum to the total for a category or to all students due to unreported information.

RESULTS BY DEMOGRAPHIC GROUPINGS

WRITING TESTS

Percentages of Students Meeting the Standards and Total *Numbers* of Students Tested on the BSAP Writing Tests - 1998

Groups	Grade 6		Grade 8		Grade 10*	
All Students	70.0%	*47,748*	78.7%	*47,096*	83.8%	*40,520*
Male	63.6%	*23,911*	72.5%	*23,387*	79.2%	*19,243*
Female	76.6%	*23,745*	84.9%	*23,633*	88.1%	*21,112*
White	81.9%	*27,100*	88.6%	*27,271*	92.5%	*23,958*
African American	53.4%	*19,605*	64.3%	*18,764*	70.8%	*15,540*
Other**	74.7%	*949*	80.9%	*944*	82.0%	*834*
White Male	76.0%	*13,918*	83.3%	*13,817*	88.9%	*11,745*
White Female	88.2%	*13,179*	94.0%	*13,452*	96.0%	*12,210*
African-American Male	45.1%	*9,503*	55.8%	*9,053*	63.3%	*7,072*
African-American Female	61.2%	*10,093*	72.2%	*9,700*	77.0%	*8,463*
Other Male**	68.5%	*480*	76.6%	*482*	78.3%	*410*
Other Female**	81.0%	*469*	85.5%	*462*	85.6%	*424*
Free Meal	53.8%	*18,943*	64.6%	*16,515*	69.3%	*9,854*
Reduced-Price Meal	69.6%	*3,739*	76.2%	*3,117*	80.2%	*1,870*
No Free/Reduced-Price Meal	82.8%	*24,599*	88.0%	*26,960*	89.4%	*28,092*
Non-Repeater	70.8%	*43,781*	79.2%	*43,593*	84.2%	*37,479*
Repeater	51.7%	*1,169*	64.5%	*932*	65.3%	*476*
Not Disabled	73.5%	*43,842*	82.1%	*43,392*	85.7%	*38,376*
Disabled	31.5%	*3,904*	38.7%	*3,699*	51.0%	*2,143*
Within Age Range or Under	76.7%	*37,443*	86.4%	*33,918*	90.4%	*29,339*
Overage Range	45.8%	*10,299*	58.9%	*13,170*	66.6%	*11,181*

*First Attempt

***Other* includes Hispanics, Asian/Pacific Islanders, and American Indian/Alaskan native and excludes students not reporting an ethnicity/race.

Note: Percentages may not sum to 100 due to rounding. Numbers may not sum to the total for a category or to all students due to unreported information.

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RESULTS BY DEMOGRAPHIC GROUPINGS

SCIENCE TESTS

Percentages of Students Meeting the Standards and Total *Numbers* of Students Tested on the BSAP Science Tests - 1998

Groups	Grade 3		Grade 6		Grade 8	
All Students	63.5%	*59,176*	52.3%	*47,781*	44.4%	*47,071*
Male	64.2%	*24,976*	53.2%	*23,954*	44.6%	*23,355*
Female	62.8%	*25,092*	51.4%	*23,734*	44.3%	*23,642*
White	76.5%	*28,234*	66.6%	*27,116*	59.3%	*27,242*
African American	45.6%	*20,822*	32.0%	*19,627*	22.5%	*18,766*
Other*	69.6%	*998*	62.8%	*944*	52.9%	*947*
White Male	77.8%	*14,263*	67.4%	*13,940*	59.3%	*13,798*
White Female	75.1%	*13,962*	65.7%	*13,173*	59.4%	*13,442*
African-American Male	45.2%	*10,214*	31.7%	*9,526*	21.8%	*9,038*
African-American Female	46.1%	*10,586*	32.4%	*10,091*	23.2%	*9,717*
Other Male*	66.8%	*485*	65.1%	*478*	54.9%	*483*
Other Female*	72.3%	*512*	60.5%	*466*	50.9%	*464*
Free Meal	47.8%	*21,610*	32.4%	*18,966*	22.3%	*16,498*
Reduced-Price Meal	60.1%	*4,029*	46.9%	*3,749*	38.0%	*3,105*
No Free/Reduced-Price Meal	78.3%	*24,106*	68.6%	*24,601*	59.1%	*26,961*
Non-Repeater	63.8%	*46,812*	53.0%	*43,806*	45.2%	*43,580*
Repeater	61.2%	*1,390*	35.3%	*1,171*	20.7%	*936*
Not Disabled	65.5%	*44,520*	55.0%	*43,878*	47.0%	*43,430*
Disabled	47.7%	*5,647*	21.2%	*3,901*	13.2%	*3,636*
Within Age Range or Under	66.2%	*42,288*	58.5%	*37,463*	52.7%	*33,911*
Overage Range	49.1%	*7,887*	29.6%	*10,312*	23.1%	*13,152*

**Other* includes Hispanics, Asian/Pacific Islanders, and American Indian/Alaskan native and excludes students not reporting an ethnicity/race.

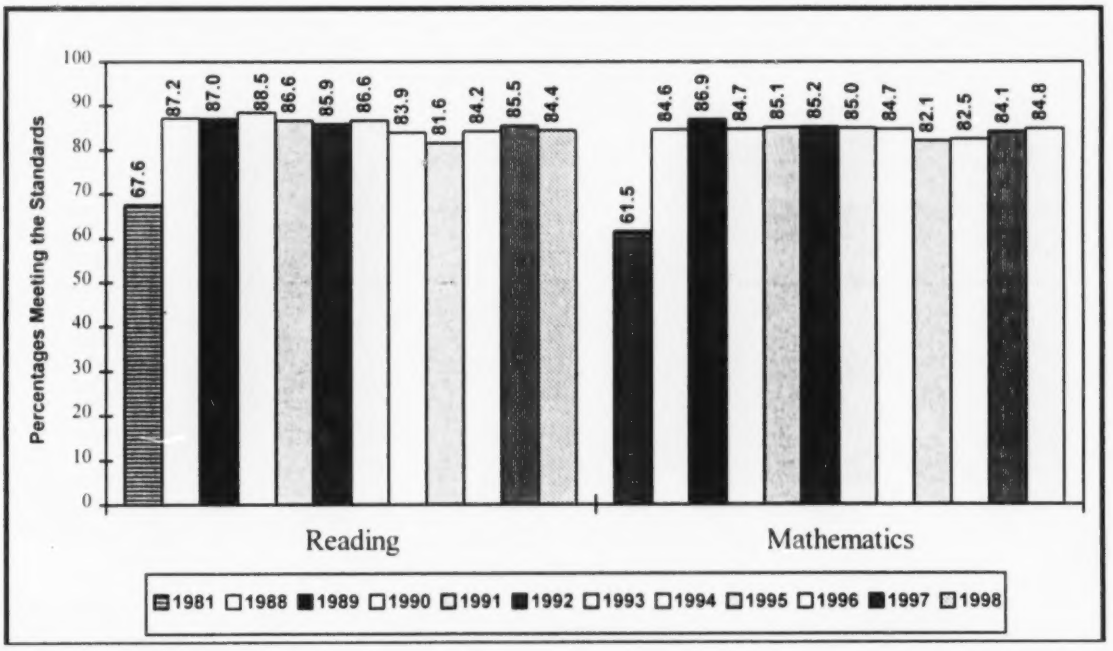
Note: Percentages may not sum to 100 due to rounding. Numbers may not sum to the total for a category or to all students due to unreported information.

PERFORMANCE BY GRADE LEVEL AND SUBJECT AREA ACROSS YEARS

GRADE 3 - READING AND MATHEMATICS

In Grade 3, 84.4% (42,458 of 50,283) of the students in reading and 84.8% (42,977 of 50,654) of the students in mathematics met the state standard. From 1997 to 1998, performance at Grade 3 decreased by 1.1 percentage points in reading and increased by 0.7 of a percentage point in mathematics. Compared to 1997, about 520 fewer students met the Grade 3 reading standard. In Grade 3 mathematics, about 330 more students met the standard than in 1997. Since the baseline year in 1981, Grade 3 performance has increased by 16.8 percentage points (from 67.6% to 84.4%) in reading and increased by 23.3 percentage points (from 61.5% to 84.8%) in mathematics.

Percentages of Students Meeting the Standards in 1981 and 1988 - 1998
Grade 3



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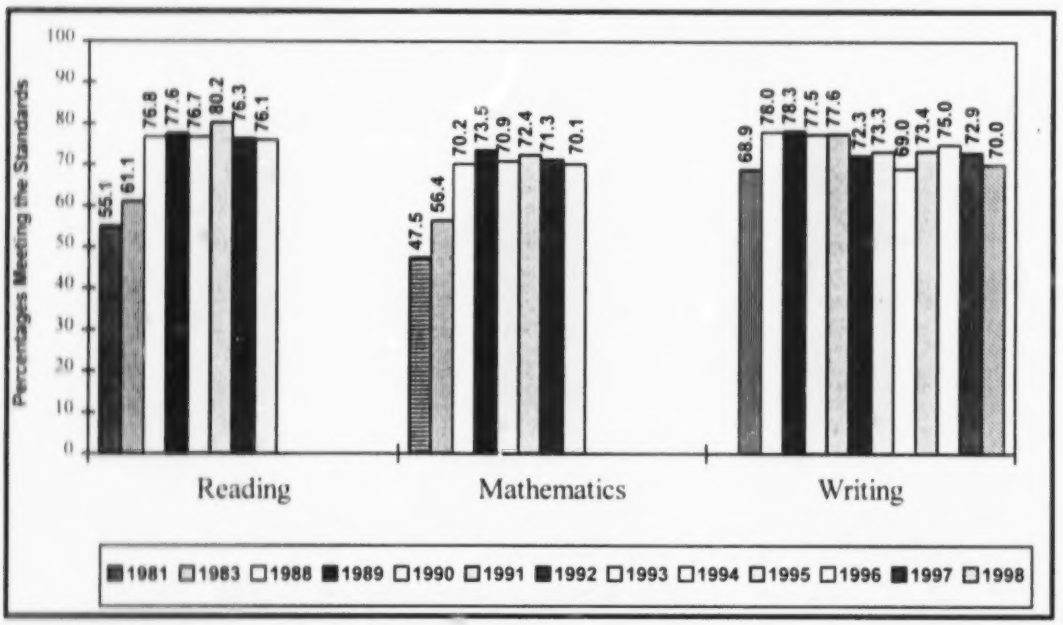
PERFORMANCE BY GRADE LEVEL AND SUBJECT AREA ACROSS YEARS

GRADE 6 - WRITING

At Grade 6, 70.0% (33,440 of 47,748) of the students met the state standard in writing. From 1997 to 1998, performance at Grade 6 decreased by 2.9 percentage points in writing. Since 1983, performance has increased by 1.1 percentage points (from 68.9% to 70.0%) in writing. Note that beginning with the Appropriations Act for 1993-94, BSAP testing in Grade 6 in reading and mathematics was eliminated.

Percentages of Students Meeting the Standards in 1981, 1983, and 1988 - 1998
Grade 6



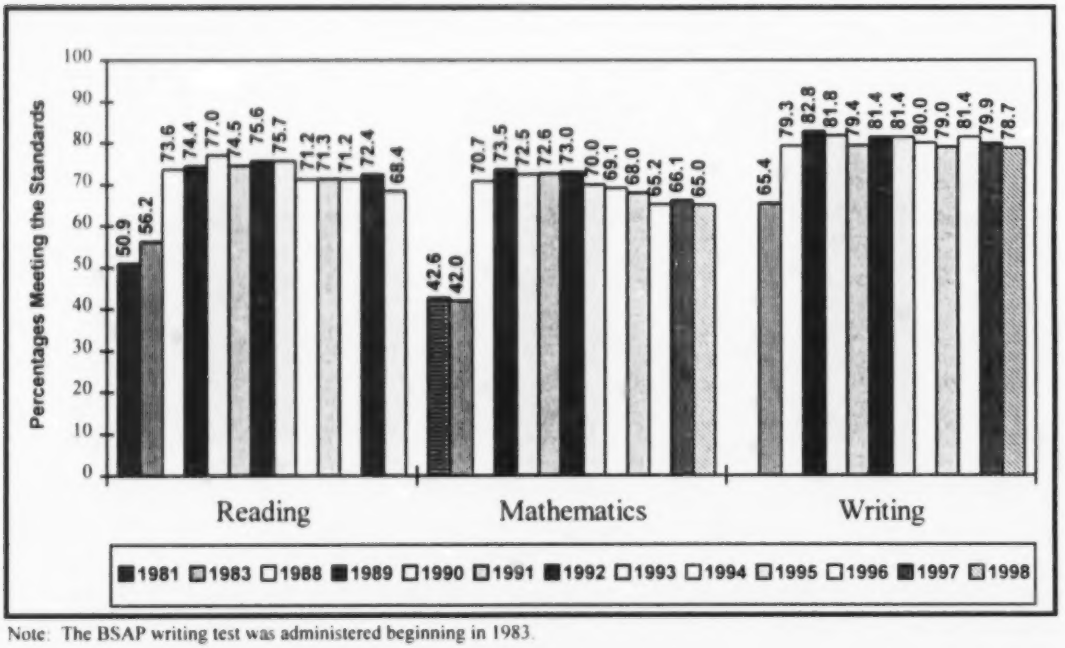
Notes: The BSAP writing test was administered beginning in 1983.
The Appropriation Acts for 1993-94, 1994-95, and 1995-96 eliminated BSAP testing of reading and mathematics in Grade 6 for school years 1993-94, 1994-95, 1995-96, 1996-97, and 1997-98.

PERFORMANCE BY GRADE LEVEL AND SUBJECT AREA ACROSS YEARS

GRADE 8 - READING, MATHEMATICS, AND WRITING

At Grade 8, 68.4% (32,408 of 47,393) of the students in reading, 65.0% (30,794 of 47,379) of the students in mathematics, and 78.7% (37,065 of 47,096) of the students in writing met the state standards. From 1997 to 1998, performance at Grade 8 decreased by 4.0 percentage points in reading, decreased by 1.1 percentage points in mathematics, and decreased by 1.2 percentage points in writing. Compared to 1997, about 1,900 fewer Grade 8 students in 1998 met the reading standard. In Grade 8 mathematics for 1998, about 510 fewer students met the standard. Since their respective baseline dates, performance has increased by 17.5 percentage points (from 50.9% to 68.4%) in reading, increased by 22.4 percentage points (from 42.6% to 65.0%) in mathematics, and increased by 13.3 percentage points (from 65.4% to 78.7 %) in writing.

Percentages of Students Meeting the Standards in 1981, 1983, and 1988 - 1998
Grade 8



Note: The BSAP writing test was administered beginning in 1983.

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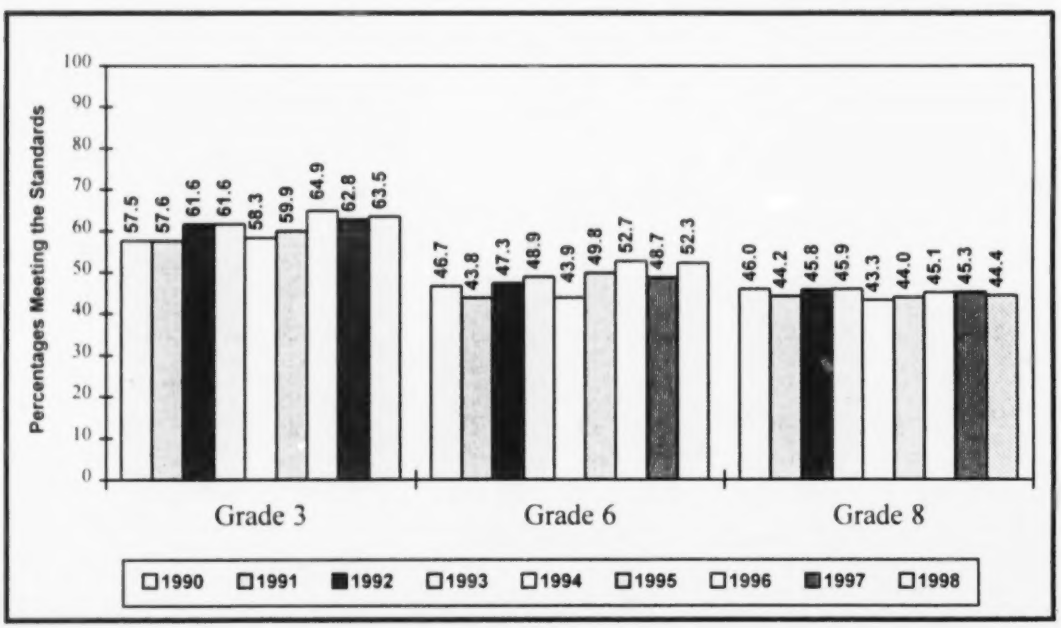
PERFORMANCE BY GRADE LEVEL AND SUBJECT AREA ACROSS YEARS

GRADES 3, 6, AND 8 - SCIENCE

In science, 63.5% (31,850 of 50,176) of the students in Grade 3, 52.3% (24,980 of 47,781) of the students in Grade 6, and 44.4% (20,912 of 47,071) of the students in Grade 8 met the state standards in science. From 1997 to 1998, science performance increased by 0.7 of a percentage point in Grade 3; increased by 3.6 percentage points in Grade 6; and decreased by 0.9 of a percentage point in Grade 8. Compared to 1997, about 330 more students met the Grade 3 science standard, about 1,730 more students met the science standard in Grade 6, and about 420 fewer students in Grade 8 met the science standard in 1998. Since the baseline year in 1990, Grade 3 performance has increased by 6.0 percentage points (from 57.5% to 63.5%), Grade 6 performance has increased by 5.6 percentage points (from 46.7% to 52.3%), and Grade 8 performance has decreased by 1.6 percentage points (from 46.0% to 44.4%).

Percentages of Students Meeting the Standards in Science in 1990 - 1998 Grades 3, 6, and 8

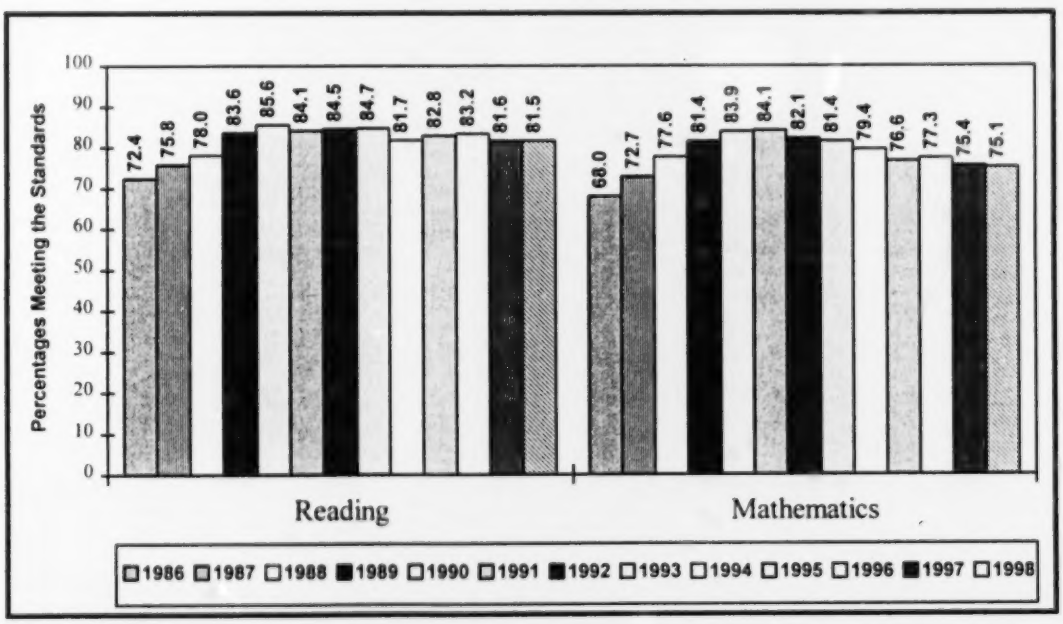


PERFORMANCE BY GRADE LEVEL AND SUBJECT AREA ACROSS YEARS

GRADE 10 - READING AND MATHEMATICS, FIRST ATTEMPT

On their first attempt on the Exit Examination, 81.5% (33,176 of 40,710) of the 10th graders met the reading standard and 75.1% (30,590 of 40,755) met the mathematics standard. From 1997 to 1998, performance decreased by 0.1 of a percentage point in reading and decreased by 0.3 of a percentage point in mathematics. Compared to 1997, only about 40 fewer students in 1998 met the reading standard. In mathematics for 1998, about 120 fewer students met the mathematics standard than in 1997. Since 1986, performance has increased by 9.1 percentage points (from 72.4% to 81.5%) in reading and increased by 7.1 percentage points (from 68.0% to 75.1%) in mathematics.

Percentages of Students Meeting Standards in Reading and Mathematics on the Exit Examination in 1986 - 1998
Grade 10 - First Attempt



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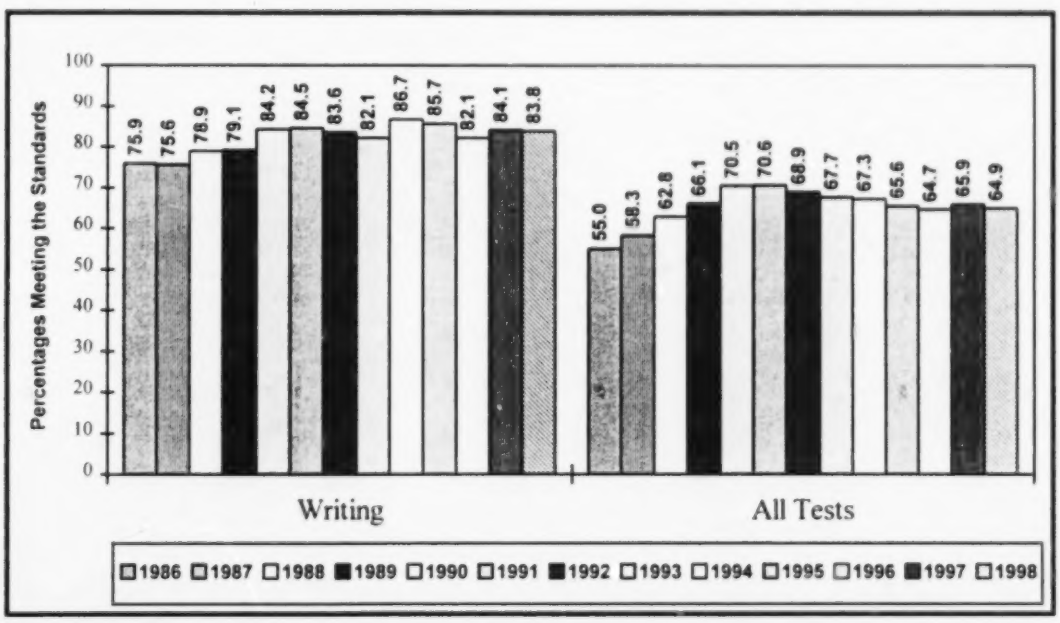
PERFORMANCE BY GRADE LEVEL AND SUBJECT AREA ACROSS YEARS

GRADE 10 - WRITING AND ALL TESTS, FIRST ATTEMPT

On their first attempt on the Exit Examination, 83.8% (33,969 of 40,520) of the 10th graders met the writing standard and 64.9% (26,053 of 40,137) met the standards on all three tests. From 1997 to 1998, performance decreased by 0.3 of a percentage point in writing. The percentage of students meeting the standards on all three tests decreased by 1.0 percentage point. Since 1986, performance has increased by 7.9 percentage points (from 75.9% to 83.8%) in writing and increased by 9.9 percentage points (from 55.0% to 64.9%) for students passing all three tests.

Percentages of Students Meeting Standards in Writing and All Tests on the Exit Examination in 1986 - 1998
Grade 10 - First Attempt

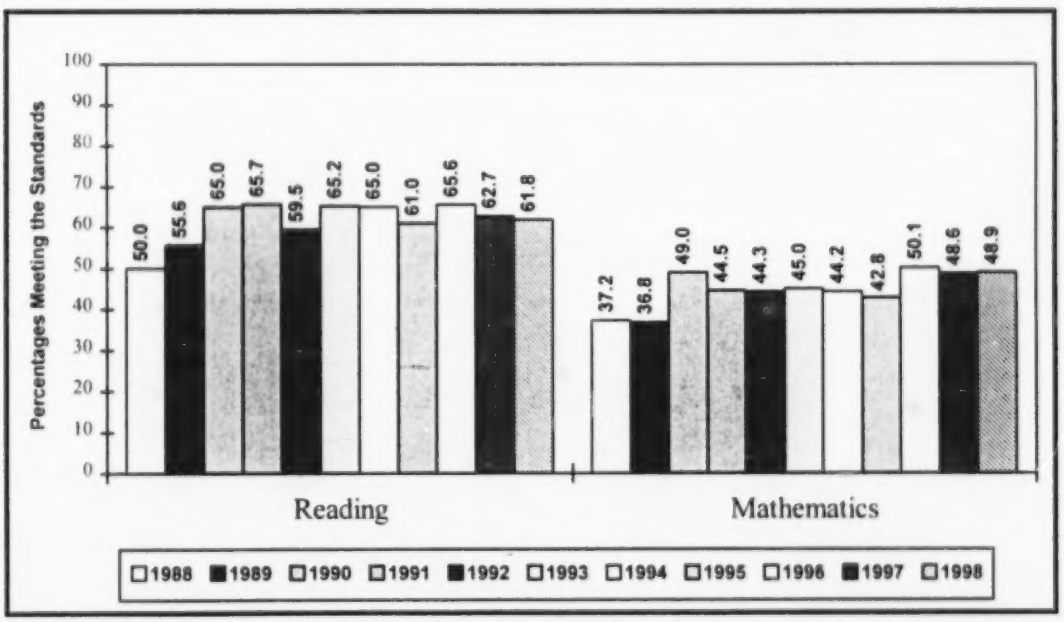


PERFORMANCE BY GRADE LEVEL AND SUBJECT AREA ACROSS YEARS

ADULT EDUCATION - READING AND MATHEMATICS, FIRST ATTEMPT

On their first attempt on the Exit Examination, 61.8% (371 of 600) of the Adult Education students met the reading standard; and 48.9% (299 of 611) met the mathematics standard. From 1997 to 1998, performance decreased by 0.9 of a percentage point in reading and increased by 0.3 of a percentage point in mathematics. Since 1988, performance has increased by 11.8 percentage points (from 50.0% to 61.8%) in reading and increased by 11.7 percentage points (from 37.2% to 48.9%) in mathematics.

Percentages of Students Meeting the Standards in Reading and Mathematics on the Exit Examination in 1988 - 1998
Adult Education - First Attempt



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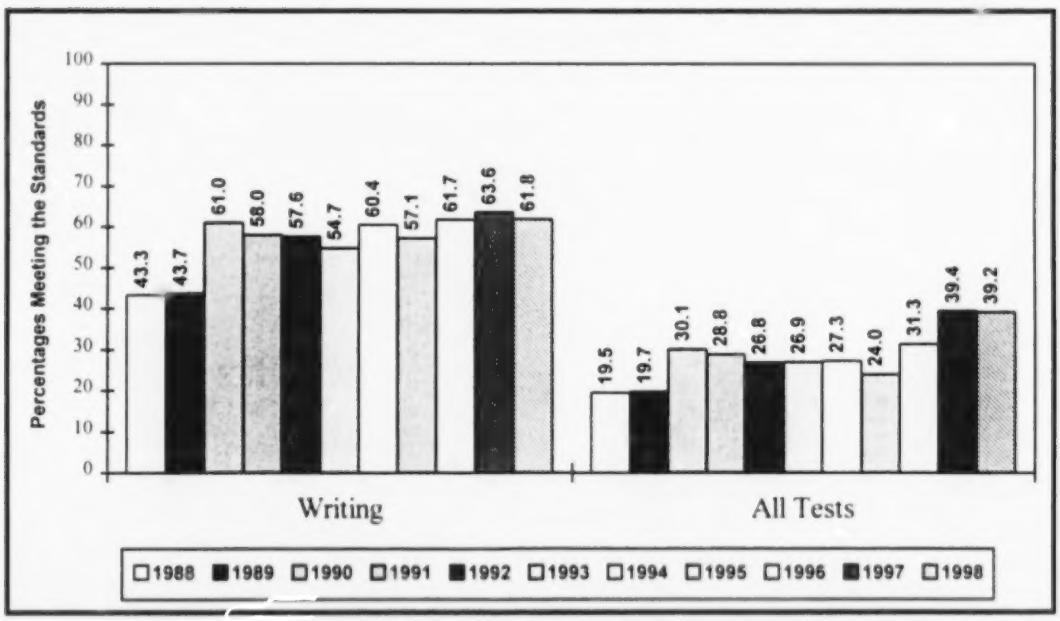
PERFORMANCE BY GRADE LEVEL AND SUBJECT AREA ACROSS YEARS

ADULT EDUCATION - WRITING AND ALL TESTS, FIRST ATTEMPT

On their first attempt on the Exit Examination, 61.8% (359 of 581) of the Adult Education students met the writing standard; and 39.2% (202 of 515) met the standards on all three tests. From 1997 to 1998, performance decreased by 1.8 percentage points in writing. The percentage of students meeting the standards on all three tests decreased by 0.2 of a percentage point. Since 1988, performance has increased by 18.5 percentage points (from 43.3% to 61.8%) in writing and increased by 19.7 percentage points (from 19.5% to 39.2%) for students passing all three tests.

Percentages of Students Meeting the Standards in Writing and All Tests on the Exit Examination in 1988 - 1998
Adult Education - First Attempt



RECOMMENDATIONS

STATE BSAP RESULTS – AREAS NEEDING IMPROVEMENT

In Grade 3, over 84% of the students met standard on the Reading and Mathematics tests. For Reading, determining the main idea of a reading selection was difficult for almost 18% of the Grade 3 students. For Mathematics, a little over 24% of the students needed improvement in measurement, such as, reading a scale to determine weight or metric, identifying value of pictured money, and selecting an appropriate unit to measure time. On the Science Test, 63.5% of the Grade 3 Students met standard. Grade 3 students almost had equal difficulty with all three science objectives: applying science concepts, applying process skills, and analyzing the relationship between science and technology.

Seventy percent of the Grade 6 students met standard on the Writing Test. The mechanics of writing, word usage, and sentence formation were among the areas needing improvement for students below standard. A little more than half (52.3%) of the Grade 6 students met standard on the Science Test. More Grade 6 students had problems with demonstrating a comprehension of the nature of science (comprehending and applying the characteristics of science knowledge).

On the Grade 8 Reading Test, the concept of inference or generating reasonable answers to questions about information not directly stated in a selection was a weakness, with almost 31% of the Grade 8 students needing improvement. For the Mathematics Test, Grade 8 students needed the most improvement in applying numerical concepts, such as, interpreting information in a table. Grade 8 students failing to meet standard on the Writing Test had more difficulty with word usage. Only 44.4% of the Grade 8 students met standard on the Science Test. Almost half of the Grade 8 students needed to improve in all areas or objectives of the Science Test: science concepts, science process skills, science & technology, and the nature of science.

The tenth-graders on their first attempt of the Exit Examination had more difficulty with the Mathematics Test than with the Reading and Writing tests. A little over three-fourths of the students met standard on their first attempt of the Mathematics Test. The most difficulty reported was in concepts, such as, identifying the square root of a given number and interpreting information in a table, in a circle graph, and in a multi-line graph. On the Reading Test, 81.5% of the Grade 10 students met standard in their first attempt. Details such as comprehending *when* or *why* from a selection needed improvement. For the Writing Test, 83.8% met standard on their first attempt. About three-quarters of the students not meeting the Writing standard had the most difficult with word usage.

LOCAL SCHOOLS AND DISTRICTS

- The BSAP measures student attainment of reading, mathematics, writing, and science skills at specific grade levels against standards set specifically for South Carolina students. Beginning in 1999, students in Grade 3 through 8 will take the Palmetto Achievement Challenge Test (PACT) which replaces BSAP. To improve student performance, teachers and administrators need to understand how to interpret this year's results and how to make modifications in instruction so students perform well on the new PACT.

RECOMMENDATIONS

- School and districts should place major focus on professional development in the skills and the delivery of instruction in all areas of weakness.
- The Department offers technical assistance through regional workshops for districts on interpretation of the BSAP score reports. District representatives can share this information through local workshops for school administrators and teachers. These efforts will enable teachers and administrators to properly interpret school level reports and use this information to provide appropriate instruction aimed as improving student learning and to plan professional development for teachers.
- Reading and Writing should be incorporated in all areas of the curriculum with emphasis placed on assisting students in improving skills where weakness is indicated. At appropriate grade levels, emphasis needs to be placed on identifying the main idea of a reading selection, understanding the concept of inference, and comprehending details about a reading selection. A useful way to address deficiencies in such areas is through reading and discussing the concepts with students. More time spent on word usage along with more opportunities to express ideas in writing and to discuss written material during instructional time are ways of improving writing skills. Instruction must support the writing process. Writing develops from instruction, not from assignments.
- Districts and schools should place emphasis on assisting teachers in developing their skills as writers and teachers of writing. Teachers should emphasize writing more at the primary grades level.
- At appropriate grade levels where students need improvement, teachers should provide in mathematics more hands-on instructional opportunities with measurement tools such as rulers, scales, clocks, and money, possibly through an integrated approach between mathematics and science. All of these tools are common in the real world, and activities should connect to students' daily lives. Also, much information can be summarized in tabular form. Students should be given opportunities to construct tables from data that they collect and to describe and explain information from tables of data provided for them. Mileage charts, flight schedules, tax tables, and height and weight charts are come of the many tables that occur in the students' lives. Then at the high school level, students need to learn the relationship between squaring a number and the principal square root of a positive number, a demonstrated weakness in state BSAP results. The relationship between tables and graphs by using one to construct the other should emphasized. Increased emphasis on ways to display data appropriately in table and graphs, as called for in the *South Carolina Curriculum Standards-Mathematics*, will address this area of difficulty in student performance.
- Schools and districts need to provide students with opportunities to participate in inquiry-based hands-on science activities as scientists. By doing so, students begin to learn the knowledge of science and process skills.
- Schools and districts should place emphasis on providing material and time for teachers to design and share hands-on science experience.
- Professional development should allow teachers to feel comfortable in directing hands-on experiences with students, which is important to success.

RECOMMENDATIONS

- Schools should implement the learning environment as described in the Science Framework and the South Carolina Curriculum Standards.
- The PACT results for schools and districts will be summarized in a report that will provide information about how the group performed on the test. These summaries should be reviewed by teachers in conjunction with standard objectives and guided by South Carolina's standards in Mathematics, Reading/Language Arts and Science. As schools engage in curriculum alignment to the standards, careful attention should be paid to the high school curriculum.
- Schools and teachers should inform parents about the meaning of score reports sent to the home. This can be accomplished through PTA meetings, teacher/parent conferences, or written correspondence. Parents can then work with teachers to identify an individual student's strengths and weaknesses and plan appropriate activities to assist the student in those areas where added work is needed.
- Districts and schools should review the data to ensure a careful analysis of performance by all student groups. There still exists large disparities between performance on all tests by African-American males and students who qualify for free and reduced-price meals and students in South Carolina overall. Specific strategies to address these differences in achievement should be developed at the school and district level.
- School Renewal Plans and District Renewal Plans, as required by the passage of the Early Childhood Development and Academic Assistance Act, should include goals and strategies which address achievement skills in the Mathematics, Reading/English Language Arts, and Science.
- The 1998 Education Accountability Act (EAA) was passed by the South Carolina General Assembly to assist local schools and districts improve the academic performance of students. It is a comprehensive act which should tie school and district improvement plans together in a comprehensive way. All of the components of the EAA should be viewed collectively and used in a systemic manner, instead of as separate pieces of educational reform. Some of educational aids provided are: Homework Centers, Alternative Schools, Extended Day and Year, local accountability systems, and Educational Assistance Plans. These new initiatives are integral to affecting the quality of learning. They should be used to improve teaching and learning. They are created with a strong academic focus and should serve as the foundation for new developmental strategies at the school and district level.

STATE DEPARTMENT OF EDUCATION

- South Carolina's education system is changing to ensure that the state's curriculum, instruction, and assessment support each other. The State Board of Education adopted standards in Mathematics, Reading/English Language Arts, and Science. The state's assessment systems will measure all the skills specified in the standards and in a manner that aligns and supports teaching and learning practices.

RECOMMENDATIONS

- The South Carolina Statewide Systemic Initiative (SCSSI), established in part by a $9.7 million grant received in 1993 from the National Science Foundation, supported Curriculum Leadership Institutes for teachers at 13 regional HUBs to provide essential leadership in raising curriculum standards. HUB staff visited over half of the state's public schools, and several hundred teacher-consultants continue to be available through the HUBs to extend customized services to schools. In June 1998, the State Department won an additional $5.85 million grant from the National Science Foundation to launch Phase 2 of this initiative. Phase 2 will build on the successes of the curriculum frameworks, academic achievement standards, assessment systems and partnerships developed over the last five years. Phase 2 will focus on the effective use of data and professional development. Schools are encouraged to continue to call on the HUBs, district offices, colleges and universities, professional associations, and others for direct assistance in evaluating and revamping their instructional programs. Districts that have taken advantage of this partnership in the past see more improvement in achievement.
- Instructional materials and technology to support the teaching of the standards have been purchased in mathematics, science and Reading/Language Arts. These materials will assist teachers in creating a supporting environment that is critical for the teaching and learning of all subjects on the state criterion referenced assessment.
- Test items for the Palmetto Achievement Challenge Tests (PACT), the new testing system for public school students in South Carolina that replaces the BSAP tests, have been written based on Standards in Reading/English Language Arts, Mathematics, and Science.
- Spring 1998 was the last administration of the BSAP tests in Grades 3, 6, and 8. In spring 1999, all eligible students in Grades 3, 4, 5, 6, 7, and 8 will take the PACT in Reading/English Language Arts (ELA) and Mathematics and a field test in Science. On Friday of testing week, these students will also take either a field test in ELA or Mathematics. A random sample of students in selected grade levels will take a norm-referenced test on Friday rather than a PACT field test.
- Districts will receive one copy of PACT tests in ELA and Mathematics for students in Grades 1 and 2. These tests are administered at the district's option. The Department will provide the district with scoring keys for the multiple-choice items and scoring guides for scoring the open-ended items.
- Students in Grade 10 will continue to take the BSAP Exit Examination in spring 1999 and 2000. On Friday of testing week, these students will also take either a field test in ELA or mathematics. A random sample of students could take a norm-referenced test on Friday rather than a PACT field test. In 2001, students in Grade 10 will take the PACT Exit Examination and students in Grades 11 and 12 will take the BSAP Exit Examination.
- Throughout the past three years, the Curriculum Division has worked with nearly 200 schools and their districts to provide direct classroom technical assistance to improve teaching and learning. Preliminary results show some improved achievement in those schools in targeted grade levels for which this support has been maintained over a sustained period.

RECOMMENDATIONS

- The third phase of Extended-Day Kindergarten was funded by the General Assembly for school year 1998-99 for those students whose parents choose it as an option. The State Department of Education has worked with school districts to provide professional development for kindergarten teachers throughout the year to ensure that quality academic programs form the basis for Extended Day Kindergarten. The success of these programs demonstrate that more students are beginning school with the skills that are essential for academic success in mathematics, reading, writing, and science as confirmed by first-graders who achieved the highest readiness score ever (75.8% and 79.6% ready for first grade) in fall 1996 and 1997.
- The State Board of Education Young African-American Males Action Team Report included numerous recommendations to address the academic achievement gap between these young men and their peers. The strategies contained in the report are reflected in the recommendations to raise curriculum expectations and requirements to a more rigorous, relevant curriculum for all students. The recommendations are integrated throughout the State Department of Education's management plans and are all in the implementation stage. For example, instructional materials adopted to support the achievement standards are carefully evaluated for gender and ethnicity bias. A Sensitivity Review Committee has screened the PACT items for the same purposes.
- The General Assembly appropriated for 1997-98 $28 million as part of a multi-year technology initiative for schools across the state: $11 million to continue paying for Internet connections for all schools, district offices and county libraries; $3.5 million to complete the six remaining tape-and-delay centers; $1.5 million to digitize SCETV video resources; and $12 million for school districts to purchase hardware, software, routers and related training material for school and district personnel.
- The General Assembly made available for 1998-99 $33.5 million as part of a multi-year technology initiative for schools across the state. Major inclusion were: $10.3 million to continue paying for Internet connections for all schools, district offices and county libraries; $0.5 million to digitize SCETV video resources and sponsor technology teacher training institutes; $3.2 for SDE/K12 technology professional development and for computer upgrades for educators, and $16.2 million for school districts to purchase hardware, software, routers and related training material for school and district personnel. Additional funding is made available through the sale of special public education vehicle license plates and federal technology challenge grants.
- Districts and schools should review and strengthen their local education technology plan to include specific training for improving students' reading, mathematics, and science test results with the most efficient use of increased technology funds appropriated earlier this year by the General Assembly and through other sources.
- The School-to-Work Transition Act of 1994 requires that a rigorous, relevant academic curriculum in science, mathematics, and, and communications be offered. Use of applied teaching methods, service learning, shadowing, mentoring, internship, cooperative learning and apprenticeships are some of the means of relating academic content to it's use in the real world. With higher expectations and more demanding course content, results in students' achievement should improve.